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ABSTRACT

The Level 5 activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The workbook's program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. The workbook aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is organized over a 30-week period. It is divided into the following sections (each covering five weeks): (1) Reviewing Basic Patterns; (2) Long Vowel Patterns; (3) Consonant Patterns; (4) Prefixes; (5) Noun Suffixes; and (6) Other Suffixes. (NKA)

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ED 451 549

Spelling for Writing

Howard Peet

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Spelling for Writing

Level 5

by Howard Peet

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The *Spelling for Writing* Series

Student Activity Book, Level 1
Student Activity Book, Level 2
Student Activity Book, Level 3
Student Activity Book, Level 4
Student Activity Book, Level 5

Spelling for Writing: Instructional Strategies

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Phonetic Symbols

The following symbols are used throughout this book to identify the sounds represented by each letter or group of letters.

/a/ - the short ***a*** in *bat, that, flash, react*
/e/ - the short ***e*** in *get, then, shed, steady*
/i/ - the short ***i*** in *hit, ship, wish, whisper*
/o/ - the short ***o*** in *hop, shop, slosh, pocket*
/u/ - the short ***u*** in *but, shut, mush, button*

/ā/ - the long ***a*** in *name, wait, stay, away*
/ē/ - the long ***e*** in *see, meat, reveal, field*
/ī/ - the long ***i*** in *ice, shine, why, right*
/ō/ - the long ***o*** in *nose, road, below*
/ū/ - the long ***u*** in *use, cube, few, jewel*

/əl/ - the unstressed final syllable in *table, label, local*

/är/ - the r-controlled vowel in *car, start, recharge*

/ôr/ - the r-controlled vowel in *for, store, board*
/ûr/ - the r-controlled vowel in *fur, her, stir, word*
/îr/ - the r-controlled vowel in *hear, steer, pierce*

WEEK 1 — Short Vowels in *batch, fence, skill*

Short ***a*** (/**a**/) is usually spelled with the vowel letter *a*. Short ***e*** (/**e**/) is often spelled with the letter *e*, but can be spelled *ea* in some words. Short ***i*** (/**i**/) is usually spelled with the letter *i*.

BASIC

batch
fence
skill
blank
hedge
print
lend
half
breath
slick
active
swift
wealthy
glance
million

CHALLENGE

absent
regret
mixture
deafen
mattress

Write the Basic Words and Challenge Words that answer each of the following questions.

1. Which one-syllable words have the /**a**/ sound?

____

____

2. Which one-syllable words have the /**e**/ sound spelled *e* or *ea?*

____

____

3. Which one-syllable words have the /**i**/ sound spelled *i?*

____

____

4. Which two-syllable words have /**a**/ in the stressed syllable?

____

____

5. Which two-syllable words have /**e**/ spelled *e* or *ea* in the stressed syllable?

____

____

6. Which two-syllable words have /**i**/ in the stressed syllable?

____

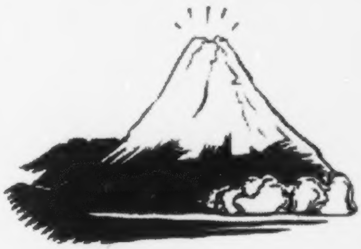
Note: When words have two or more syllables, always look for the spelling pattern in the *stressed* syllable. This pattern will often match the ones you will study in this book. Also, don't confuse the word *breath* (short ***e*** sound) with the related word *breathe* (long ***e*** sound).

PRACTICE WEEK 1

Sentences

Write the Basic Word or Challenge Word that fits in each of the following sentences.

1. This bottle of milk is only ______________ full.
2. Can your dog jump over that tall ________________?
3. Be careful! The sidewalk is icy and _____________!
4. This ________________ is too hard to sleep on.
5. We should ___________________ more copies of this page.
6. Mom made a big ______________ of cookies for us.
7. I ran so fast that I lost my __________________.
8. An ________________ volcano may erupt at any time.
9. The operation succeeded because of the surgeon's ___________.
10. Several ______________ people donated money to the museum.



Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To let someone borrow something: _______________
2. Not present; away: _______________
3. A preparation containing several ingredients: _______________
4. A row of shrubs or small trees: _________________
5. To give a quick look at something: __________________

Capital Letters and Periods

When you write sentences, keep these things in mind.

- Begin every sentence with a *capital letter.*
- Use a *period* (.) at the end of each sentence that makes a statement.
- Also use a period at the end of a sentence that tells someone to do something. (For example: "Be sure to close the windows.")

Writing Sentences

Pretend that your best friend has come on a camping trip with you. Write two sentences that tell what you see. Write another sentence that tells what you hear. Write a sentence that tells your friend to do something. Try to use list words such as *fence, glance,* or *hedge.*

____

____

____

____

Editing Sentences

After you write something, you need to *edit* it. This means checking it to make sure everything is correct. Use these symbols to mark things that need to be corrected.

capitalize = take out ℓ add ∧

Here is how these symbols are used to edit a sentence. The corrected sentence is given right after the edited one.

i am gla~~d~~d to be outdoors⊙ **I** am **glad** to be outdoors.
= ∧

Mark the errors in each sentence and then write the correct version.

my air matress was to hard ______________________

let's stop and catch or breth ______________________

i got tangled in a fense ______________________

WORD STUDY WEEK 1

Singular and Plural Nouns

Add the ending *-s* to form the plural of the following nouns. The first example is given.

1. trumpet, **trumpets**
2. cloak, ________________
3. tower, ________________
4. crumb, ________________
5. camper, ________________
6. flavor, ________________

Add the ending *-es* to form the plural of these nouns.

7. ditch, **ditches**
8. dress, ________________
9. leash, ________________
10. class, ________________
11. lunch, ________________
12. tax, ____________

The endings *-s* and *-es* are called *inflections.*

Descriptive Words

When you are writing stories or descriptive paragraphs, you want to use words that tell the reader exactly what you see or hear or feel. You can do this by using precise *nouns* that name the things you are talking about and precise *adjectives* that describe those nouns.

Here are some words that relate to *taste* and *smell.* Make sure you know the meaning of each word, and then write the word that fits in each sentence.

aroma fragrant tangy sour

1. This old bottle of milk has gone ______________.
2. The roses have a ________________ smell.
3. Fresh grapefruit has a ______________ flavor.
4. I like the ____________ of baking bread.

Note: Singular nouns name one person, place, or thing: *boy, school, book.* Plural nouns name more than one person, place, or thing. Most nouns add *-s* to form the plural: *boys, schools, books.*

When a singular noun ends with letters that have the /s/ sound, add *-es* to form the plural. The final /s/ sound is usually spelled *s, ss, x, ch, tch,* or *sh: buses, glasses, boxes, bunches, batches, bushes* .

WEEK 2 Short Vowels in *smock, crust, push*

Most words on this list have the short ***o*** sound (/**o**/) or the short ***u*** sound (/**u**/). You hear a slightly different sound in the word *push.*

BASIC

- smock
- crust
- push
- honk
- pudding
- topple
- gulp
- could
- dodge
- bucket
- should
- locket
- numb
- would
- tunnel

CHALLENGE

- consult
- obstacle
- humble
- comment
- frustrate

Write the Basic Words and Challenge Words that answer each of the following questions.

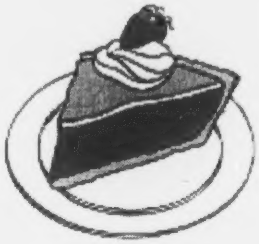
1. Which one-syllable words have the /**o**/ sound?
2. Which one-syllable words have the /**u**/ sound?
3. Which one-syllable words have the vowel sound you hear in *pull?*
4. Which two-syllable words have the /**o**/ sound in the stressed syllable?
5. Which two-syllable words have the /**u**/ sound in the stressed syllable?
6. Which two-syllable word has the vowel sound you hear in *pull?*

Note: The vowel sound in *push* can be spelled with the letter *u,* but is sometimes spelled *ou* as in *could.*

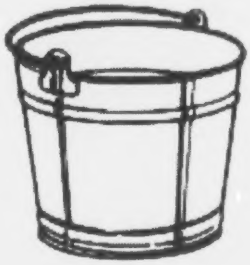
PRACTICE WEEK 2

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. Don't ______________ the water so fast. You'll get sick!
2. My hands are so cold they feel ____________.
3. Don't let that pile of bricks _______________ over!
4. I'd like some more of that chocolate _________________.
5. We __________________ not lift the heavy rock.
6. The ________________________ on this pie is very light.
7. This __________________ of water is very heavy.
8. We ______________________ arrive in about an hour.
9. Did you hear the geese ___________ as they flew over?
10. Even though he is famous, he is still _________________.



Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To ask for information or advice: _______________
2. A long passage through a mountain: ___________________
3. To move quickly to avoid something: ______________________
4. To express an opinion: ______________________
5. Something that blocks your way: ___________________

Question Marks and Exclamation Marks

Keep these things in mind as you write sentences.

- Use a *question mark* (?) at the end of a sentence that asks a question.
- Use an *exclamation mark* (!) at the end of a sentence that expresses surprise or strong emotion.

Writing Sentences

Imagine that you are looking for a pirate's hidden treasure. Write two sentences that ask questions about where you should look or what you should do. Then write two more sentences that express your surprise and excitement about finding the treasure. Try to include some list words such as *gulp, bucket, topple,* or *dodge.*

Editing Sentences

In Week 1, you saw the symbols you can use to make corrections in your work. Here they are again:

capitalize XXXX   take out XXXXX   add XXX   **<ADD SYMBOLS>**

Use these symbols to mark each incorrect sentence. Then write the correct version in the space provided.

1. can i get out   strech my legs
2. this buket will not hold any mor water
3. i coud not find the the map

WORD STUDY WEEK 2

More Singular and Plural Nouns

When a singular noun ends in *y*, change the *y* to *i* and add *es* to form the plural: *lady, ladies.* If a singular noun ends with *ey*, just add the letter *s* to form the plural: *key, keys.*

Write the plural form of each of these nouns.

1. baby, ____________________
2. monkey, ____________________
3. alley, ____________________
4. puppy, ____________________
5. spy, ____________________
6. turkey, ____________________
7. cry, ____________________
8. butterfly, ____________________
9. journey, ____________________
10. valley, ____________________

Write two sentences. In each sentence, use at least one of the plural nouns given above.

____

____

Descriptive Words

Here are some more descriptive words you can use when you write about things you can *touch.* Make sure you know the meaning of each word, and then write the word that fits in each sentence.

coarse sleek prickly bumpy

1. The animal's fur felt smooth and ____________________.
2. We jostled along the rutted, ________________ road.
3. The wool sweater felt ______________ on my skin.
4. Don't let the ________________ sandpaper scratch your hand.

WEEK 3 — Long Vowels in *flake, dine, whole, cube*

All the words in this week's list have long vowels and are spelled according to the **VCe pattern.** This means that each long-vowel sound is spelled by the corresponding Vowel letter of the alphabet followed by a Consonant and a silent **e**: ***make, fine, hope, cube,*** for example.

BASIC

flake
dine
whole
cube
pane
spike
stone
fuse
invade
decide
compose
prime
engrave
assume
shone

CHALLENGE

decline
commute
blockade
despite
dispose

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the /ā/ sound?

____

____

2. Which one-syllable words have the /ī/ sound?

____

3. Which one-syllable words have the /ō/ sound?

____

4. Which one-syllable words have the /ū/ sound?

____

5. Which two-syllable words have the /ā/ sound in the stressed syllable?

____

6. Which two-syllable words have the /ī/ sound in the stressed syllable?

____

7. Which two-syllable words have the /ō/ sound in the stressed syllable?

____

8. Which two-syllable words have the /ū/ sound in the stressed syllable?

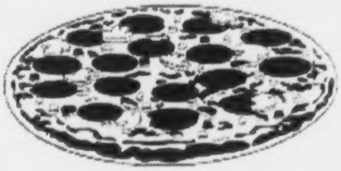
____

Note: Long ***a*** is represented by the symbol /ā/, long ***i*** by the symbol /ī/, long ***o*** by the symbol /ō/, and long ***u*** by the symbol /ū/.

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

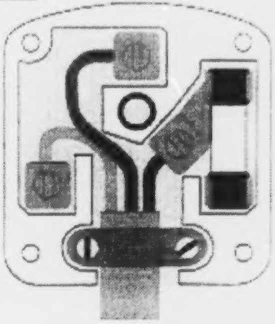
1. Did you ________________ which scarf to buy?
2. We replaced the broken window ______________ .
3. Did you eat a ________________ pizza by yourself?
4. Please give me another ______________ of sugar.
5. The stars ____________ in the clear night sky.
6. Did you ______________ your name on the trophy?
7. I _______________ the plane will arrive on time.
8. The paint has started to _________________ off the wall.
9. We should _____________ of all these old papers.
10. This large _______________ was used to build the railroad.



Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To travel to and from school or work: ______________________
2. To write a story or piece of music: ____________________
3. A strip of metal in an electrical circuit: ______________
4. To become weaker or decrease: ________________
5. First in importance or value: ____________________



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The Subject Part of the Sentence

You already know that a sentence is made up of a group of words that make sense because they belong together. In order to be complete, each sentence must have a *subject part* and a *predicate part.* We will talk about the subject part first.

◆ The **subject part** tells who does something or what the sentence is about. The subject part may contain only one word or a whole group of words.

Underline the subject part of each of these sentences. The first one is already given.

A flash of lightning lit up the sky.
The three friends entered the haunted house slowly.
They thought they heard a strange noise.
A sudden rumble of thunder scared them half to death.
The creepy old house was just too spooky for them!

Writing Sentences

Write a description of a scary movie you just saw. Make up a short subject part to go at the beginning of each sentence below.

1. ______________________________ shrieked and cackled.
2. ______________________________ fell down the stairs.
3. ______________________________ rattled the windows.
4. ______________________________ arrived at last.

Editing Sentences

You have already seen the symbols used to make corrections in sentences. Use those symbols to edit these sentences. Write the corrected sentences in the spaces provided.

1. a dim flickered in the house

____

2. coud you see who ran up the stairs

____

3. i have never been so scard in my hole life

____

Adding *-ed* and *-ing* to Verbs

When you add the inflections *-ed* and *-ing* to verbs, keep these guidelines in mind.

- Add *-ed* and *-ing* without changing the spelling of the original verb if that verb ends with a consonant preceded by two vowels: *peel, **peeled**, **peeling**; wait, **waited**, **waiting**.*
- Also add *-ed* and *-ing* without any change in spelling if the verb ends with a group of two or three consonants: *pull, **pulled**, **pulling**; jump, **jumped**, **jumping**; pitch, **pitched**, **pitching**.*

Here are some verbs in the present tense:

leak rush mail bump watch

Find the verb that fits in each sentence and write it with the correct inflection, *-ed* or *-ing*.

1. The crowd ________________ out to see the rock star.
2. This bottle of water is ________________ all over the place.
3. Have you ________________ all the letters?
4. I am ________________ for the postman to come.
5. The wagon rolled down the hill and ______________ into a tree.

Note: Verbs in the *present tense* tell about something that is happening now or that happens all the time: "We *walk* every day for exercise."

Verbs in the *past tense* tell about things that have already happened. With most verbs, just add the inflection *-ed* to show the past tense: "They *walked* to the store yesterday."

The inflection *-ing* is used to show that something is happening now and will continue to happen: "We have been *waiting* for an hour."

WEEK 4 — Compound Words

Many familiar words in the English language are made up of two single words joined to form a *compound word.*

BASIC

raindrop
bookcase
postcard
full-grown
skateboard
armchair
well-fed
sundown
bloodhound
well-worn
schoolroom
teenager
snow-covered
backbone
cornfield

CHALLENGE

screwdriver
snowmobile
nearsighted
thunderstorm
good-natured

These compound words contain two or three syllables. Notice which syllable is stressed. The stressed syllable will usually contain a spelling pattern that is familiar to you.

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable compound words are joined without any break between them?

____

____

____

2. Which two-syllable compound words are joined by a hyphen?

____

3. Which three-syllable compound words are joined without any break?

____

____

4. Which three-syllable compound words are joined by a hyphen?

____

Note: Compound words often describe the thing they identify. For example, we keep *notes* in a *book* called a *notebook.*

Words such as *notebook* are called *closed compounds* because they are joined without any break between the two shorter words. Other compounds such as *full-time* are called *hyphenated compounds* because the two words are joined by a hyphen.

All numbers from twenty-one to ninety-nine are hyphenated when they are written out as words.

PRACTICE WEEK 4

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. I mailed a ____________ when I was on vacation.
2. The ____________ was full of desks and chalkboards.
3. I wear glasses because I am ____________.
4. A ____________ St. Bernard is a very large dog.
5. All the stalks in the ____________ were broken.
6. This ____________ is very large and comfortable.
7. The farmyard was full of ____________ pigs.
8. We need a smaller ____________ for these screws.
9. The sky began to get dark just before ____________.
10. That whole ____________ is full of dictionaries.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. Someone between age 12 and 20: ____________
2. A vehicle with runners or skis: ____________
3. A large dog with long, droopy ears: ____________
4. Bad weather with rain and lightning: ____________

Hyphenated Numbers

Write each of the following numbers as a hyphenated compound word.

22 ____________ 43 ____________

57 ____________ 61 ____________

85 ____________ 94 ____________

6

The Predicate Part of the Sentence

Last week you saw that a sentence has two parts. The *subject part* tells what the sentence is about or who is doing something.

- The **predicate part** tells what the subject does. The predicate contains a *verb,* which specifies the action, and often contains other words as well.

Underline the predicate part of each sentence. The first example is given.

The last game of the season was played yesterday.
Our team won.
They beat three other teams.
Next year, our team will be even better.

Writing Sentences

Imagine you are shopping at a market. What do you see there? Complete each of the following sentences by adding a predicate after each subject.

1. Several people ______________________________.
2. A few customers ______________________________.
3. The apples ______________________________.
4. One price sign ______________________________.

Editing Sentences

Use the editing symbols to correct mistakes in these sentences. Write the correct sentences on the lines provided.

1. the workers after a long day

____

2. som farmers sold all there cropes at the market

____

3. how much stuf did you by

____

WORD STUDY WEEK 4

More about Adding *-ed* and *-ing* to Verbs

What happens to the following verbs when the inflections *-ed* and *-ing* are added?

hop, hopped, hopping   hum, hummed, humming

The consonant at the end of each verb is doubled when the inflection is added: *hop, hopped, hopping*. Keep this in mind when you add *-ed* and *-ing* to each of the following verbs.

shop, ____________________, ____________________

scrub, ____________________, ____________________

slam, ____________________, ____________________

plan, ____________________, ____________________

In this lesson, the consonant at the end of each verb is doubled when the inflections are added. How can you know when to double the final consonant before adding *-ed* and *-ing?* Just follow these guidelines.

- Does the verb end with a *short* vowel sound in a *stressed* syllable?
- Is the final syllable spelled with *one* vowel letter followed by *one* consonant letter?
- Then the final consonant should be doubled when *-ed* and *-ing* are added.

Note: Last week you saw that some verbs do not change their spelling when *-ed* and *-ing* are added: *look, looked, looking*. This week you see some other verbs that *do* change spelling when these endings are added.

WEEK 5 Words Used in Social Studies

Here are some words you will read in Social Studies. Pronounce each word and look up any that you don't already know.

BASIC

cotton
acre
product
migrate
council
merchant
county
educate
foreign
business
homestead
congress
social
railway
senator

CHALLENGE

mountainside
community
government
ancestor
territory

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable words have a short vowel in the stressed syllable?

____

____

2. Which two-syllable words have a long vowel in the stressed syllable?

____

____

3. Which three-syllable word has the /**u**/ sound spelled with the letter *o* (like *glove*) in the stressed syllable?

____

4. Which other three-syllable words have a short vowel in the stressed syllable?

____

5. Which four-syllable word has a long vowel in the stressed syllable?

____

6. Of the words you haven't written yet, which contain two syllables?

____

____

7. Of the words you haven't written yet, which contain three or four syllables?

____

____

PRACTICE WEEK 5

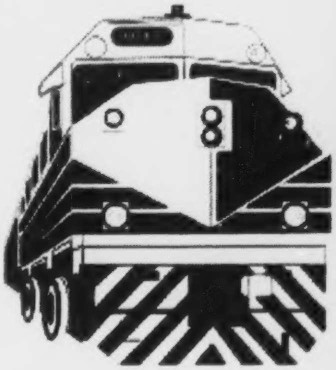
Make sure you know the meaning of each word. Then write the Basic Word or Challenge Word that fits in each sentence.

1. Many people from ____________________ countries visit America.

2. ____________________ plants provide the fiber used in thread.

3. The United States has a democratic system of ____________________ .

4. Many people ____________________ from one country to another.



5. Schools are provided to ____________________ young people.

6. The city ____________________ makes laws for our town.

7. Our ____________________ system carries a lot of freight.

8. Most cities encourage ____________________ development.

9. An ____________ of land is almost as large as a football field.

10. Trail blazers often traveled into unknown ____________________ .

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. A group of people who live in the same place: ____________________

2. A relative who lived at an earlier time: ____________________

3. Someone who buys goods and sells them for a profit: ____________________

4. A piece of land given by the government: ________________

5. The branch of the U.S. government that makes laws: ____________

A Time-Order Paragraph

Here is a paragraph that tells about things that happened in a definite order in time. Notice the words that tell what that order was.

> On Saturday I washed our car. *First,* I wet it all over with a hose. *Next,* I washed it good with soapy water. *Then* I rinsed the soap off with the hose. *Finally,* I dried the car with a towel.

Writing a Time-Order Paragraph

Write your own paragraph telling about something you know how to do. You might describe the steps you follow when you bake a cake or build a model. You might also write about a trip you took.

Editing Your Paragraph

Check back over your paragraph to make sure everything is correct. Use the editing symbols from Week 1 and make the necessary changes. Then make a fresh copy for other people to read. Here are some things to look for as you edit.

1. Does each sentence begin with a capital letter?
2. Does each sentence end with the right punctuation mark?
3. Are all words spelled correctly?
4. Is your paragraph arranged clearly? Can the reader tell what happened first, what happened next, and so on?

Note: When you write a paragraph, you combine several sentences that belong together. You often begin with a *topic sentence* that tells what the paragraph is going to be about. Then you add *detail sentences* to give more information about the topic.

Verbs Ending with *y*

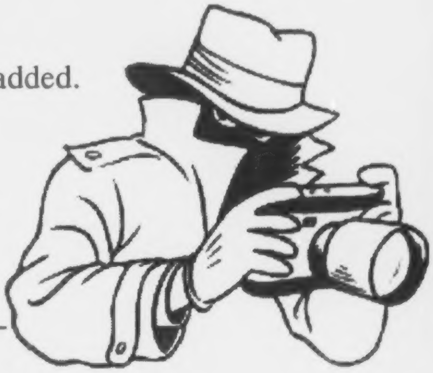
Here are two verbs that end with *y.* What happens when the inflections *-ed* and *-ing* are added?

try, tr**ied**, try**ing**
apply, appl**ied**, apply**ing**

You probably see what the rule is for these verbs:

- When a verb ends with *y,* change the *y* to an *i* before adding *-ed.* Leave the final *y* alone when you add *-ing.*

Write the following verbs with the inflections *-ed* and *-ing* added.



cry, ________________, ____________________

supply, ________________, ____________________

spy, ________________, ____________________

reply, ________________, ____________________

fry, ________________, ____________________

Write two sentences using some of these verbs. One sentence should be in the past tense, using a verb ending with *-ed.* The other sentence should use a verb ending with *-ing.*

____

____

Descriptive Words

Here are some words you might use when you describe things you can *see.* Make sure you know the meaning of each word.

glisten reveal vivid observe

Now use each of these words in a sentence.

____

____

____

____

WEEK 6 Long Vowels in *frail, delay, kneel, defeat*

The words in this week's list have long vowel sounds. The long ***a*** sound (/ā/) is often spelled with the letters *ai* or *ay*. The long ***e*** sound (/ē/) can be spelled *ee* or *ea*.

BASIC

grain
speed
frail
please
fleet
stain
sleek
decay
seam
maintain
kneel
stay
defeat
spray
steam

CHALLENGE

appeal
restrain
canteen
conceal
dismay

Say each word on the list. Notice the two spellings for the /ā/ sound and the two spellings for the /ē/ sound.

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the /ā/ sound spelled *ai* or *ay*?
2. Which one-syllable words have the /ē/ sound spelled *ee* or *ea?*
3. Which two-syllable words have the /ā/ sound spelled *ai* or *ay?*
4. Which two-syllable words have the /ē/ sound spelled *ee* or *ea?*
5. Some of these words begin with pairs of consonants that blend smoothly together: *fl, pl, sl, fr, gr, sp,* or *st,* for example. Which words begin with these consonant blends?

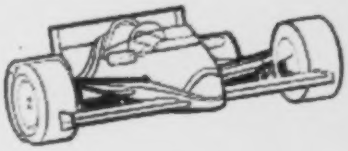
Note: When long ***a*** is spelled *ai,* the vowel letters are always followed by a consonant sound (as in *wait).* The *ay* spelling is found only at the end of words or syllables *(stay, away, mayor).*

PRACTICE WEEK 6

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. I need to sew up the __________ on this sleeve.
2. The car reached a __________ of 200 miles per hour.
3. I need to put some more water in my __________.
4. The __________ from the hose felt cool.
5. The ketchup made a __________ on my shirt.
6. The child was very __________ after his illness.



Finding the Right Spelling

Underline the word that is spelled correctly in each group. Then use the word in a sentence on the line provided.

1. plees plese please

____

2. mantain maintain maintane

____

3. kneal kneel knele

____

4. apeal apeel appeal

____

Definitions

Write the word that fits each definition.

1. A feeling of fear and discouragement: __________
2. To win a victory over something: __________
3. The seed of wheat, rice, or oats: __________
4. To hide something out of sight: __________

A Paragraph of Description

In earlier weeks you saw how to use descriptive words to tell about things you can see, hear, touch, taste, and smell. Now you can put those words together in a paragraph that describes something.

First, decide what you are going to describe: a storm, a snowfall, a picnic, or something else. The first sentence can tell what you are describing. The other sentences can give more information that helps the reader see what you are writing about. You can use some of the following descriptive words, or you can choose your own.

glimmer, hazy
gentle, rough
fresh, musty
roar, rustle
cool, sultry
mild, harsh

Checking Your Work

Look back over your paragraph to make sure everything is correct. Use the editing symbols if you need to add or remove something or mark capital letters.

If you can, draw a picture of the thing you have described.

WORD STUDY WEEK 6

Nouns and Pronouns

You already know that nouns are words that name people, places, or things. You often use nouns in the subject part of a sentence. For example: "The **team** won many games last year."

Pronouns are words that take the place of nouns. Look at the pronouns in boldface in this example.

> John is one of our best players. **He** usually pitches, but sometimes **he** plays first base. We want **him** to play on our team next year, too.

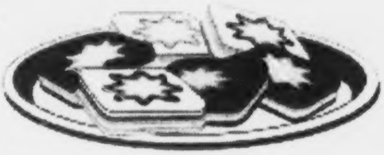
These sentences refer to John, who is named right at the beginning. The pronouns *he* and *him* are used in later sentences so that you don't have to keep repeating John's name over and over.

The words *he* and *him* are examples of *personal pronouns*. The following lists show the personal pronouns used most often. The pronouns in the first group are used in the *subject* part of the sentence. The pronouns in the second group are used as the *object* of the sentence.

Subject Pronouns		**Object Pronouns**	
Singular	*Plural*	*Singular*	*Plural*
I	we	me	us
you	you	you	you
he, she, it	they	him, her, it	them

Write the personal pronoun that fits in each sentence.

1. My friends came to visit me. _______ stayed for two days.



2. I like these cookies. Can you give ______ the recipe?

3. Sue and I went shopping. ______ bought a lot of cool stuff.

4. Bill and Ed are away. Please give ________ this message later.

Note: Whenever you use a pronoun, you usually must have a noun earlier in the sentence or in the preceding sentence. This noun is called the *antecedent,* which means that it comes *before* the pronoun. Most pronouns refer to the noun that is the antecedent. Only the pronoun *I* can be used without an antecedent, because you are obviously referring to yourself.

WEEK 7 Long Vowels in *sky, flight, shield, road, below*

Some words in this list have the /ē/ sound spelled *ie.* The /ī/ sound can be spelled *igh.* It is also spelled *y* at the end of words. The /ō/ sound can be spelled *oa* or *ow.*

BASIC

sigh
toad
apply
shield
glow
sight
foam
below
reply
yield
knight
known
throat
tonight
niece

CHALLENGE

growth
frightful
relieve
poacher
occupy

Write the Basic Words and Challenge Words that answer each question.

1. Which words have the /ē/ sound spelled *ie?*

____

____

2. Which words have the /ī/ sound spelled *y?*

____

3. Which words have the /ī/ sound spelled *igh?*

____

____

4. Which words have the /ō/ sound spelled *oa?*

____

____

5. Which words have the /ō/ sound spelled *ow?*

____

____

Note: When the /ē/ sound is spelled *ie,* it is followed by one or more other letters *(grief, shield).*

Some words end with the /ī/ sound spelled with the letter *y* as in *try.* The pattern *igh* also spells the /ī/ sound and may appear at the end of a word *(sigh)* or may be followed by other letters *(sight).*

The /ō/ sound can be spelled with the vowel letters *oa* followed by consonants *(coach, float).* The letters *ow* can also represent the /ō/ sound at the end of words *(blow),* or followed by other letters *(blown, growth).*

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. This cold, damp weather has given me a sore ________________.
2. The view across the valley was a beautiful ______________.
3. Did you get a __________________ to your letter?
4. The setting sun gave off a warm ______________.
5. Each tree ring shows one year's ____________.
6. Did you __________________ for a job at the store?
7. The soap made lots of _________________ on the water.
8. I breathed a _________ of relief when I found my watch.

Finding the Right Spelling

Underline the correct spelling in each group of words. Then write the word in a sentence in the space provided.

1. sheeld sheild shield

   ____

2. ocupy occuppy occupy

   ____

3. yeild yield yieled

   ____

4. releve releave relieve

   ____

Avoiding Sentence Fragments

What is wrong with these sentences?

looked for the missing hikers.
One search party finally

These are not complete sentences. They are called *sentence fragments* because important parts are missing in each one. In the first fragment, there is no *subject.* We don't know *who* looked for the hikers. The second fragment lacks the most important part of the *predicate:* the verb. What did the search party do? Here is how these fragments could be corrected:

Dozens of people looked for the missing hikers.
One search party finally **found them.**

Look at each of the following sentence fragments. After each one, write the letter S if something is missing in the **S**ubject, or the letter **P** if something is missing in the **P**redicate. Then write a completed version of each fragment.

1. looked all over the place for a new scarf. __________

____

____

2. Several of my friends ____________

____

____

3. found a great pair of shoes at the mall. ________

____

____

4. Everyone in the room ____________

____

____

Note: It is important to make sure you have a clear subject and predicate in each sentence you write. Sometimes you may be in a hurry and leave something out. This is the kind of thing you want to check for when you revise your writing.

WORD STUDY WEEK 7

Possessive Nouns

If you say, "That book belongs to my friend," you are saying that your friend *owns* the book. That's what the word *possessive* means: that something belongs to someone. There is another way to show ownership. Look at this sentence:

That is my **friend's** book.

This means the same as "That book belongs to my friend," but it uses a *possessive noun* to show ownership. The possessive noun (written in boldface) comes before the name of the thing that is owned.

To write a *singular possessive noun,* add an *apostrophe* and the letter *s* (**'s**) to the singular noun: *the book's cover.*

Add **'s** after each word to write a *singular possessive noun.*

car, ____________ camp, __________ oar, _____ bird, ________________

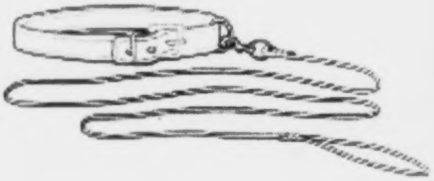
To write a *plural possessive noun,* many words add an apostrophe after the letter *s: the books' covers.*

Add **s'** after each word to write a *plural possessive noun.*

colt, ___________ ship, ___________ germ, ____ tray, _____________

Look at the boldface words in the following sentences. Add **'s** when a singular possessive noun is needed. Add **s'** when a plural possessive noun is needed.

1. The storm damaged all the **tree** limbs.
2. Each **dog** collar was a different color.
3. Many of the **player** uniforms were damaged in the fire.
4. One **train** whistle was extremely loud.



Note: A *singular possessive noun* shows that one person or thing owns something. Most singular possessive nouns are formed by adding **'s** at the end of the noun.

A *plural possessive noun* shows that two or more people or things own something. Since most nouns form the plural by adding *s,* you can add an apostrophe after the *s* (**s'**) to form the possessive.

WEEK 8 Long Vowels in *new, true, room*

Some words on this week's list have the long ***u*** (/ū/) spelled with the letter *u* or with *ew.* Other words have the **/oo/** sound spelled with *u, ew,* or *oo.*

BASIC

fume
raccoon
stew
include
spool
true
room
salute
drew
smooth
fewer
harpoon
renew
boost
crew

CHALLENGE

refuge
crude
withdrew
monsoon
compute

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the **/ū/** or **/oo/** sounds spelled with the letter *u?*

   ____

2. Which one-syllable words have the **/ū/** or **/oo/** sounds spelled with *ew?*

   ____

3. Which one-syllable words have the **/oo/** sound spelled *oo?*

   ____

4. Which two-syllable words have the **/ū/** or **/oo/** sounds spelled with the letter *u?*

   ____

   ____

5. Which two-syllable words have the **/ū/** or **/oo/** sounds spelled with *ew?*

   ____

6. Which two-syllable words have the **/oo/** sound spelled *oo?*

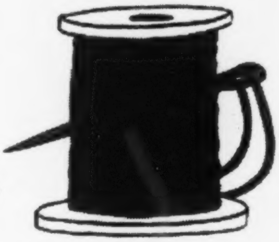
   ____

Note: You have already seen the long ***u*** sound (/ū/) spelled with the letter *u* in words such as *use.* This fits the V-C-E pattern that you have found in other words with long vowels. The long ***u*** can also be spelled with *ew* in words such as *new.*

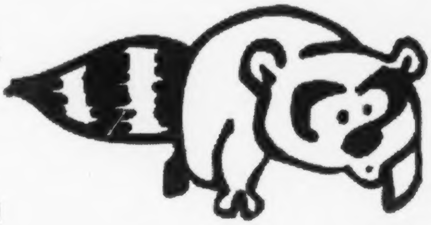
The **/oo/** sound is very similar to the /ū/ sound. It can also be spelled with the letter *u* in *rule* or with *ew* in *blew*, but it is more often spelled with *oo* in *room.*

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. The cat was playing with a ________________ of thread.
2. I ____________________ ten dollars from my bank account.
3. This box holds ____________________ books than the big one.
4. The wildlife ______________ takes care of many animals.
5. Astronomers can ______________ the distance between planets.
6. The artist ________________ a picture of my cat.
7. A ________________ has a ringed tail and a face mask.
8. Give me a ______________ to reach that tree limb.
9. ______________ oil is refined to make gasoline.
10. Be sure to ________________ everyone on the list



Definitions

Look up any words you don't know. Write the word that fits each definition.

1. A strong wind that brings heavy rains: __________________
2. To make new or begin again: __________________
3. To show respect by raising the hand to the forehead: _________
4. A spear used to hunt big fish or whales: ________________
5. A group of people who work together to run a ship: _________

Avoiding Run-On Sentences

Last week you saw sentence fragments that were incomplete because they lacked important parts of the subject or predicate. What do you notice about this example?

> I had a lot of fun when we went to the mountains last summer We saw a bunch of animals and birds there was a big storm and we got soaked we still had a good time anyway.

How would correct the problems in this example? Write your version here:

The example looks like one long sentence, but it is actually a *run-on sentence* containing several individual sentences that need to be separated. There is no punctuation, so you can't tell where one idea ends and the next begins. Here is one way to correct this run-on sentence:

> I had a lot of fun when we went to the mountains last summer. We saw a bunch of animals and birds. **There** was a big storm and we got soaked. **We** still had a good time anyway.

Use the editing symbols to mark the mistakes in the following run-on sentence. Then rewrite the example as a paragraph containing four separate sentences.

Have you ever been to a museum it can be a lot of fun when I went to a museum I saw some dinosaur bones and a big stuffed giraffe there were also some fossils of birds and smaller animals

---

Note: When you correct a run-on sentence, you usually have to add capital letters to mark the beginning of each separate sentence and add punctuation to mark the end of each sentence.

WORD STUDY WEEK 8

Possessive Pronouns

The Word Study for Week 6 listed the personal pronouns used as subjects and objects: *I, you, she; me, her, him;* and so on. When you want to use pronouns to show ownership, you have to use the words listed here:

Possessive Pronouns

Singular	*Plural*
my	our
your	your
his, her, its	their

Underline the possessive pronoun in each of the following sentences.

I lost my gloves yesterday.
Have you found your hat?
This must be his book.
Is that her coat?
The town got its new fire engine.
We had our party last week.
My friends took their vacation last month.

Look at the noun or pronoun that comes near the beginning of each of the following sentences. Decide if it is singular or plural. Then write the possessive pronoun that fits in each blank space.

1. Do you have ________________ work all finished?
2. Evan found ________________ gloves under the chair.
3. The team had ________________ best season so far.
4. My friends and I took ______________ parents to lunch.
5. Did all the people get ______________ tickets?
6. You and Fred need to check ______________ homework carefully.
7. Maria got ________ new bike last week.
8. The city held ________ annual Fourth of July celebration.

WEEK 9 Homophones

Homophones are groups of two or three words that have the same *sound* but have different spellings and meanings. Look at each group of homophones in this week's list. Make sure you know the difference in meaning in each group of two or three words.

BASIC

heel
heal
pole
poll
brake
break
sole
soul
bury
berry
there
their
they're
flower
flour

CHALLENGE

course
coarse
capital
capitol

Write the words that answer these questions.

1. Which pair of homophones rhymes with *shake?*

____

2. Which pair of homophones rhymes with *horse?*

____

3. Which two pairs of homophones rhyme with *goal?*

____

4. Which pair of homophones rhymes with *very?*

____

5. Which pair of homophones has three syllables?

____

6. Which group contains three homophones?

____

7. Which pair of homophones rhymes with *hour?*

____

8. Which pair of homophones rhymes with *seal?*

____

Sentences

Write the homophone that fits in each sentence.

1. Squirrels like to ________________ nuts in the fall.
2. Be careful not to __________________ your glasses.
3. The latest _____________ showed that the candidates are even.
4. Washington is the _______________ of the United States.
5. All the people brought ________________ own chairs.
6. The cut on my arm didn't _______________ very fast.
7. The __________________ building is located in Washington.
8. Did the ball roll over ______________ in the weeds?
9. The ______________ of my shoe is worn out.
10. This ______________ sandpaper will scratch that wood.

Writing Your Own Sentences

Here are four words from the spelling list:

pole brake course flower

Write a sentence using each of these words.

1. ____
2. ____
3. ____
4. ____

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Using Commas

When you use two nouns or two verbs in a sentence, you usually join them with the word *and*: "Bill *and* I are good friends." However, when you have more than two nouns or verbs or adjectives, things can get confusing. Look at this sentence.

I saw my friends Bill Thomas John at the mall.

Did you see one friend named Bill Thomas and another named John, or did you see three friends? In order to make this sentence clear, you need to separate the names by using a **comma** (,) after each one. You should also use **and** before the last name.

I saw my friends Bill, Thomas, **and** John at the mall.

Here are some more sentences that contain more than two nouns or two verbs. Notice how the commas help to make each sentence clear.

We bought beans, carrots, and tomatoes at the market.
The dogs ran, jumped, and barked at each other.
Be sure to get plates, cups, and napkins for the picnic.
We slipped, slid, stumbled, and fell in the mud.

Add commas to separate the groups of nouns or verbs in each of these sentences.

1. Columbus Cortez and Balboa were early explorers.
2. We studied read and wrote about them in class.
3. Edison Bell and Marconi were important inventors.
4. We hiked swam climbed and sailed on our vacation.

5. California Nevada Oregon and Washington are western states.
6. Did you see the clown juggle the balls toss the plates and jump through the hoop?

Action Verbs

The most important word in the predicate of each sentence is the **verb.** This is the word that tells exactly what the subject of the sentence is doing. Look at the verbs in boldface in these sentences.

> They **swim** and **hike** for exercise.
> We **play** outside whenever the weather is good.

These sentences contain *action verbs* which tell what the subject does. Some action verbs tell what the subject does itself. This is the case in the sentences you just saw.

Complete each of the following sentences by using an action verb from this week's spelling list.

1. This medicine will help to ______________ that cut on your arm.
2. Mom always seems to ____________________ her keys at the bottom of her purse.
3. You may ________________ those eggs if you're not careful!

What do you notice about the verbs in the next two sentences?

> He **threw** the ball over the fence.
> I **saw** my friends in the park yesterday.

Here, the verbs tell about the subject doing something to someone or something else. In the first sentence, the subject threw a *ball.* The word *ball* is the direct object of the verb. The second sentence says that you saw your *friends.* The word *friends* is the direct object of the verb.

Read the following sentences. Underline the action verb in each sentence. If there is also an object after the verb, put a circle around it.

1. We walked for hours before we found a place to rest.
2. The batter hit the ball out of the park.
3. We swam for about a half hour.
4. The workmen dug a trench for the new pipe.
5. All my friends came to my party.
6. My brother knocked my dessert onto the floor.

WEEK 10 — Words Used in Science

This week's list contains words you will read when you study science. If you pronounce each word carefully, it often will help you remember how to spell it.

BASIC

mammal
climate
tornado
energy
meteor
crater
planet
erupt
astronaut
iceberg
volcano
continent
mineral
comet
equator

CHALLENGE

humidity
temperature
universe
telescope
plateau

This week's words contain two, three, or four syllables. Often you will find a familiar spelling pattern in the stressed syllable of these words.

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable words have short vowels in the stressed syllable?
2. Which two-syllable words have long vowels in the stressed syllable? In particular, notice the word that ends with the long *o* sound. How is it spelled?
3. Which three-syllable words have short vowels in the stressed syllable?
4. Which three-syllable words have long vowels in the stressed syllable?
5. Which words contain four syllables?

Sentences

Look up any words you don't know. Write the Basic Word or Challenge Word that fits in each sentence.

1. The ________________ contains everything in space.
2. Wind, rain, and humidity are parts of the ______________.
3. Australia is an island as well as a _________________.
4. The explosion made a large ________________ in the ground.
5. Salt is an extremely plentiful _________________.
6. The whale is a _______________ that lives in the ocean.
7. Rocks and lava spew out when a __________________ erupts.
8. The huge _____________ had broken off from a glacier.
9. Canada and North America are north of the __________________.
10. Electrical __________________ flows through wires.

Finding the Right Spelling

Put a line under the list word that is spelled correctly in each group. Then use the word in a sentence of your own.

1. meter meteor metoer

____

2. astranaut astronuat astronaut

____

3. tempature temperature temperture

____

4. pluteau plataeu plateau

____

Combining Short Sentences

What is wrong with these sentences?

Sam plays ball. Ed plays ball. Bill plays ball.

There is nothing actually wrong with them, but we do have three very short sentences that tell about three people who are doing the same thing. How could you improve this example? Write your version here:

____

Here is one way to improve things. Did you do it the same way?

Sam, Ed, and Bill play ball.

Now we have a *compound subject* made up of three names separated by commas. We need only the one verb *play* because this tells what they all do.

What about these sentences? Write an improved version on the line below.

I like to swim. I like to ride. I like to play soccer.

____

The three short sentences can be combined this way:

I like to swim, ride, and play soccer.

Now we have a *compound verb*. We have made a single sentence by writing the subject once and then separating the three verbs with commas.

Join each of the following groups of sentences into single sentences. Be careful to use the correct form of the verb when you join several subjects together.

1. Joan is a good student. Ellen is a good student. Maria is a good student.

____

2. Sam runs fast. Sam plays soccer. Sam is a good athlete.

____

3. Cats are good pets. Dogs are good pets. Birds are good pets.

____

4. My cat sleeps. My cat rests. My cat takes lots of naps.

____

Linking Verbs

Last week you saw action verbs that told what the subject of the sentence *did.* This week you will see verbs of a different kind. What do you notice about these sentences?

It **is** very hot today.
I **am** glad it's not raining.
Yesterday **was** cooler.
These muggy days **are** very unpleasant.

The words in boldface are called *linking verbs.* They connect the subject with other words in the predicate that give information about the subject.

The most important linking verb is the verb *to be.* This is an unusual verb that changes spelling according to the subject.

Present Tense		**Past Tense**	
Singular	*Plural*	*Singular*	*Plural*
I **am**	we **are**	I was	we **were**
you **are**	you **are**	you **were**	you **were**
he, she, it **is**	they **are**	he, she, it **was**	they **were**

You also use the verbs *is* and *are* when the subject is a singular or plural noun: *the book is; the books are.*

Write the linking verb that fits in each of these sentences. Then underline the spelling word you find in the predicate part of each sentence. If the word is misspelled, write the correct spelling at the end of the sentence. The first example is given.

1. Australia __________ an island as well as a contanent. ***continent***
2. They ______________ going to look at the crater.
3. I _____ going to be an astronuat.
4. The whale _________ a mamal that lives under water.
5. It ________ extremely hot near the equator.
6. We _______ using a telescop at school.

Note: Linking verbs do not tell what the subject *does.* Instead, they simply give more information about it. Linking verbs tell what the subject *is,* not what it *does.*

Week 11 — Words Beginning with Trigraphs

You already know many words that begin with groups of two consonants called *digraphs.* You find digraphs at the beginning of ***chop, ship, this,*** and ***when,*** for example.

All the words on this week's list begin with groups of three consonant letters called *trigraphs.* Notice the sound and spelling of the trigraph at the beginning of each word on this list: *scr-, spl-, spr-, str-,* and *thr-.*

BASIC

scream
splash
sprint
string
throb
scribble
splinter
strict
thrive
script
sprinkle
stroll
thrill
spray
struggle

CHALLENGE

strength
throttle
scrawny
splutter
sprung

In addition to the trigraph at the beginning of each word, also notice the vowel sound in the stressed syllable. Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with *scr-?*

____

____

2. Which words begin with *spl-?*

____

____

3. Which words begin with *spr-?*

____

____

4. Which words begin with *str-?*

____

____

5. Which words begin with *thr-?*

____

____

6. Which words have the short ***a*** or short ***e*** sound in the stressed syllable?

____

____

7. Which words have the short ***i*** sound in the stressed syllable?

____

____

8. Which words have the long ***a*** or long ***e*** sound in the stressed syllable?

____

____

PRACTICE **WEEK 11**

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Get some ________________ to wrap around this package.
2. Riding on the roller coaster was a big ______________.
3. Tropical plants ______________ in the rain forest.
4. My dog likes to ____________________ water all over me.
5. I had to __________________ to walk through the heavy snow.
6. I don't have enough __________________ to lift this table.
7. This little tree is very thin and ____________________ .
8. I got a __________________ in my finger from that board.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To run very fast for a short time: ___________________
2. To make rapid, careless marks: ______________________
3. To make a loud, shrill cry: ______________________
4. To take a slow, relaxed walk: ______________________

Changing Letters

Look at the familiar words written below. Can you rewrite each one to form another word that is on this week's list? You can do this by adding one of the trigraphs used in the list. For example, *ray* becomes *spray* when you add *sp-* at the beginning.

1. roll _______________________
2. lash _______________________
3. cream _____________________
4. ring _______________________
5. rob _______________________
6. rung _______________________

Using Adjectives

Look at these two sentences. What do you notice about the second one?

The weather was very unpleasant.
The **cold, windy, dreary** weather was very unpleasant.

In the second sentence we have added three *adjectives.* These are words that tell more about nouns (and sometimes pronouns). Most adjectives tell *which one, what kind,* or *how many.* Here are some adjectives you often use to describe things:

big, small
rough, smooth
this, that
fast, slow
loud, soft
many, few
soft, hard
bright, dark
pretty, ugly

Underline each adjective in the following sentences.

1. The busy streets were filled with noisy traffic.
2. A long bridge spanned a wide, muddy river.
3. A large dog was barking at the little children.

When you use two or more adjectives together, it is often helpful to separate them with commas to help the reader.

The **dented, rusty, old** car rolled slowly down the **rough, muddy** road.

You can also use adjectives in the predicate part of the sentence after linking verbs.

The road *is* **rough and muddy.**
The car *is* **dented, rusty, and old.**

When you use two adjectives, you often can join them with *and.* If there are more than two, separate them with commas and use *and* before the last one.

Underline each adjective in the following sentences. Also draw an arrow from each adjective to the word it describes.

4. Many of the buses were big and smoky.
5. We finally got away from the dirty streets and hot sun.
6. Next time we will go to the clean, quiet mountains.

Verbs: The Present Tense

Verbs often tell *what* happens in a sentence. They can also tell *when* something happens. Verbs in the **present tense** tell about something that is happening right now or that happens all the time.

Most active verbs follow a simple pattern in the present tense. When you use a personal pronoun as the subject, the verb usually retains its original spelling: *I look, you look,* and so on. When the subject is *he, she, it,* or a noun, the letter *s* is added to the verb: *he looks, she looks, it looks, the dog looks.* If the verb ends with the /s/ or /sh/ sound, add *es: pushes, misses, watches.*

Add the verb *look* or *looks* in each sentence.

1. You __________ very sharp today.
2. She __________ like she had some good news.
3. Our neighbors ____________ at antiques whenever they can.
4. The car __________ much better now that it has been painted.

The following sentences contain verbs in the present tense. Underline the verb or verbs in each sentence.

1. My friend swims every day for exercise.
2. Our dog runs after squirrels, but he never catches one.
3. It always rains when I want to go on a trip.
4. I know my watch is around here somewhere.
5. He rides home on the bus with me.
6. The grass grows very fast after a rain.
7. My brother works after school.
8. Both of my sisters sing in the choir.

Week 12 — Words Often Confused

Look carefully at each group of words as you pronounce it. Most groups contain two words, but one group contains three. The words in each group may *seem* to have similar spelling or sound, but they are actually completely different. Make sure you know the meaning of each word on this list.

BASIC

trial
trail
lose
loose
affect
effect
diary
dairy
quit
quite
quiet
weather
whether
advice
advise

CHALLENGE

reminder
remainder
indignant
indigent

Notice the differences in sound and spelling as you pronounce the words in each group. Write the Basic Words or Challenge Words that answer each question.

1. Which two pairs of words involve the letters *ia* and *ai?*
2. Which pair of words rhymes with *elect?*
3. Which group of *three* words is often confused?
4. Which pair of words rhymes with *use* and *moose?*
5. Which two pairs of words end with *-er?*
6. Which pair of words changes only one *consonant?*
7. Which pair of words begins with *in-?*

PRACTICE **WEEK 12**

Sentences

Underline the word that fits in each sentence.

1. It was very (quit, quiet, quite) after the storm.
2. I like to keep a (dairy, diary) of things that happen each day.
3. I don't know (weather, whether) they will come or not.
4. We walked for a mile along the mountain (trial, trail).
5. I didn't (quit, quiet, quite) hear everything he said.
6. When did you (lose, loose) your wallet?
7. The bad weather didn't (effect, affect) our trip very much.
8. Did he (advice, advise) you to try out for the team again?

Checking for Errors

Read each of the following sentences. If everything is correct, put a check after the sentence. If there is an error, mark out the incorrect word and write the correct one above it.

1. We had to quite playing because it got dark.
2. The dairy had more than a hundred cows.
3. They gave me lots of good advise.
4. Send him a remainder about the change in time for the meeting.

Using the Right Word

Write the spelling word that fits in each sentence.

1. The horses got ______________ and ran across the field.
2. The new traffic laws go into ______________ next month.
3. I can't ______________ reach the top shelf.
4. The accused criminal was on ______________ for three months.
5. He became ________________ because of the unjust criticism.

Using Adjectives to Make Comparisons

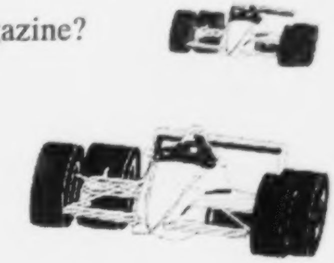
Adjectives can do more than give information about nouns. They can also be used to make comparisons between two things or among more than two things.

> A horse is a **big** animal, and a hippopotamus is even **bigger**, but an elephant is the **biggest** land animal of all.

As you see, the ending *-er* is added to compare two things. The ending *-est* is added to compare more than two things. Here are some guidelines to follow when adding these endings.

- If the adjective ends with a short vowel and a single consonant, double the final consonant when you add *-er* and *-est:* sad, sa**dder**, sa**ddest**.
- If the adjective ends with two consonants, just add the endings: fresh, fresh**er**, fresh**est**; tall, tall**er**, tall**est**.
- If the adjective ends with *e,* drop this *e* when you add endings: safe, saf**er**, saf**est**.

Write the correct form of the adjective for each sentence.



1. Do you have the ____________________ issue of this magazine? *(late)*
2. You got ________________ than I did in the rainstorm. *(wet)*
3. Can this car go ______________________ than that one? *(fast)*

Here are some more guidelines to follow.

- If the adjective ends with a consonant and *y,* change the *y* to *i* and then add the endings: easy, eas**ier**, eas**iest**.
- When adjectives contain two or more syllables, it is often necessary to use the words *more* and *most* to make comparisons: beautiful, **more** beautiful, **most** beautiful.

Write the correct form of the adjective for each sentence.

4. He is the ____________________ person I know. *(lucky)*
5. That is the _________________________ thing I ever saw! *(amazing)*
6. This test was _______________ than the last one. *(easy)*

Verbs: The Past Tense

Much of the time, you write or talk about things that have already happened. For this, you use verbs in the **past tense.** Many verbs simply add *-ed* to form the past tense.

> We watch**ed** a good game last night.

In each of the following sentences, the base form of the verb is given below the blank line. On each line, write the verb in the past tense.

1. The illness ________________ his work very badly.
   (affect)
2. We ______________________ the animals for a mile.
   (trail)
3. Workers ___________________ the furniture on the truck.
   (load)

Here are some more things to keep in mind:

- If the verb ends with a short vowel and a single consonant, double the final consonant when you add *-ed:* plan, pla**nned.**
- If the verb ends in *e,* drop the *e* when you add *-ed:* wave, wav**ed**.
- If the verb ends in a consonant and *y,* change the *y* to *i* and add *-ed:* hurry, hurr**ied**.
- If the verb ends in a vowel and *y,* just add *-ed:* enjoy, enjoy**ed.**

Each of the following sentences has the base form of the verb given below the blank line. Write this verb in the **past tense** on the blank line.

4. We _________________ everywhere for the missing pen.
   (look)
5. They ______________ to get back before the rain started.
   (try)
6. I _______________ him not to waste the money.
   (advise)
7. The flag _________________ in the breeze.
   (flap)
8. Before it closed, the factory ________________ more than 100 people.
   (employ)

Week 13 The VCCV Pattern in *manner* and *basket*

Most words on this list have two syllables. The first syllable is stressed in each word. Notice the vowel sound in this stressed syllable. Also notice the consonant letters that follow this vowel.

BASIC

mutter
tablet
sniffle
limber
traffic
contact
falter
cannon
willow
manner
blunder
tassel
publish
mellow
rudder

CHALLENGE

nugget
slender
grammar
compound
cinnamon

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable words have a short vowel in the first syllable and a doubled consonant in the middle? Put a diagonal line between the doubled consonants: *mut/ter.*
2. Which two-syllable words have a short vowel in the first syllable and two different consonants in the middle? Put a diagonal line between the two consonants: *tab/let.*
3. Which words have a short ***a*** in the stressed syllable?
4. Which words have a short ***i*** in the stressed syllable? Draw a circle around the three-syllable word that fits in this group.
5. Which words have a short ***u*** in the stressed syllable?
6. Which words have a short ***e*** or short ***o*** in the stressed syllable?

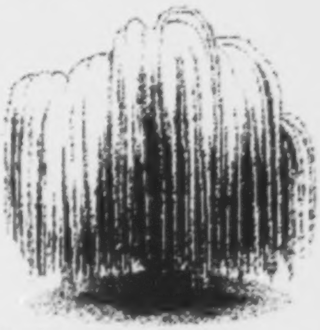
Note: Several of the words have doubled consonants after the first vowel: *mut/ter, can/non.* This doubled consonant lets you know that the first vowel is short. The other words have one consonant at the end of the first syllable and another consonant at the beginning of the next syllable: *tab/let, lim/ber.* Notice the vowel sound in the first syllable of each word. All of these words fit the VCCV pattern: Vowel-Consonant-Consonant-Vowel.

PRACTICE WEEK 13

Sentences

Write the word that fits in each sentence.

1. I can't understand you when you ______________.
2. The broken ________________ made the ship difficult to steer.
3. My cat plays with the _______________ on the window shade cord.
4. I lost ________________ with him after he moved away.
5. You can use this ________________ to take notes.



6. The legs of the table are very ______________________.
7. Can you find a ____________________ of gold?
8. This cold, damp air makes me ______________________.
9. Branches of the ____________________tree drooped into the stream.
10. I made a real ____________________ when I forgot my friend's birthday.

Finding the Right Spelling

Underline the correctly spelled word in each group and then use the word in a sentence.

1. cinamon cinnimon cinnamon

____

2. gramar grammar grammer

____

3. trafic traffic traffec

____

4. manner mannor maner

____

Using Adverbs

Look at the words in boldface in these sentences.

We walked **quickly** to get out of the rain.
They left **early** to avoid the traffic.
The book you want is right **here** on the table.

Each of these words is an **adverb.** Adverbs are often used to describe the action of the verb. They can also define adjectives: "This is a *very* good cake." Here are some adverbs:

slowly suddenly easily gladly sadly
before after soon there away

This list also shows one of the most important things you should know about adverbs: *Many adverbs are formed by adding* ***-ly*** *to adjectives.* If you look closely, you can see the adjective hidden in each of the first five words (*slow, slowly,* and so on). You also can see that words ending with *y* change to *i* before adding *-ly (easy, easily).*

Add *-ly* to change each of the following adjectives to an adverb.

1. brave ____________________
2. greedy ________________
3. glad _____________________
4. slow __________________
5. busy _____________________
6. eager _________________

Decide which of the following words are adverbs. Then write the adverb that fits in each sentence.

now easy here gladly fun often easily

7. Your gloves are right ______________ on the shelf.
8. I will ______________ help you finish that ice cream.
9. Our team ______________ won the last three games.
10. We must leave ______________ if we are going to get there on time.

Note: The three sentences at the beginning of this page also show the ways in which adverbs are most often used.

- Adverbs can tell *how* something happened ("We walked *quickly*").
- Adverbs can tell *when* something happened ("They left *early*").
- Adverbs can tell *where* something is located ("The book is *here*").

Verbs: The Future Tense

Sometimes you want to tell about something that will happen or may happen at some time yet to come. For this purpose, use the **future tense**. This is formed by adding the helping verb *will* before the main verb in each sentence.

We **will go** to the beach next summer.
The team **will play** ten home games next season.
I **will be** in the sixth grade next year.

Look at each of the following sentences. A verb is given in parentheses under each blank space. By reading each sentence carefully, you can tell whether the verb should be in the present tense, the past tense, or the future tense. Write the form of the verb that fits in each sentence. The first example is already given.

1. Yesterday he *muttered* something about feeling ill. ***(mutter)***
2. Next year he ________________ a new book. ***(publish)***
3. My friend ________________ across the street from me now. ***(live)***
4. We ____________________ on the same team next year. ***(play)***
5. When he has a cold, he ________________ all day. ***(sniffle)***
6. Many students ________________ on the decorations last week. ***(work)***
7. Next fall I ____________________ to see my aunt. ***(travel)***
8. I hope it ________________ a lot of fun when I see her. ***(be)***
9. She ________________ she could see that movie again. ***(wish)***
10. That buzzing bee really ________________ me! ***(annoy)***

Week 14 The Final Sound in *level, gentle, local*

Each word on this list ends with an unstressed syllable. The weak vowel in each final syllable is represented by a symbol called the *schwa* (ə). This schwa is combined with the /l/ sound to give the symbol /əl/, which represents the sound you hear at the end of each word in this list. This final /əl/ syllable can be spelled *-el, -le,* or *-al.*

BASIC

level
straggle
local
puzzle
parcel
legal
ankle
shovel
jungle
crystal
buckle
quarrel
dazzle
morsel
muffle

CHALLENGE

bridle
colonel
neutral
subtle
easel

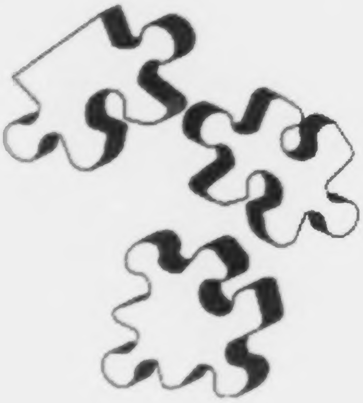
Write the Basic Words and Challenge Words that answer each question.

1. Which words end with *-al?*
2. Which words end with *-el?*
3. Which words end with *-le?*
4. Which words have a short vowel in the first syllable?
5. Which words have a long vowel in the first syllable?

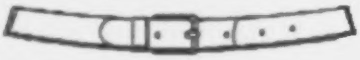
PRACTICE WEEK 14

Sentences

Write the word that fits in each sentence.



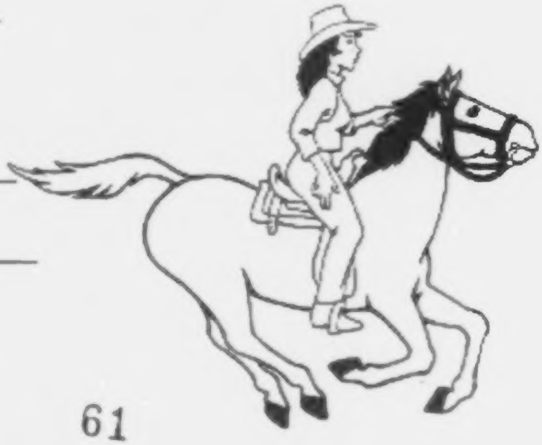
1. Are some pieces missing from this ________________?
2. Don't sprain your ________________ on these rocks.
3. The heavy carpet will ________________ the sound.
4. I tried to remain ________________ in their argument.
5. This wobbly table must not be ________________.
6. The water in the lake was ________________ clear.
7. I had a bad ________________ with my brother yesterday.
8. The ________________ is covered with thick vines and bushes.
9. The ________________ on my belt has broken.
10. Let's ________________ the snow from the sidewalk.



Match the Clues

Write the word that means the same as each of the clues given below.

1. To stray or wander off: ________________
2. Package, bundle: ________________
3. According to the law: ________________
4. Delicate; not obvious: ________________
5. Horse's harness: ________________



Making Comparisons with Adverbs

Earlier you saw how adjectives can be used to compare things: "This pizza is *bigger* than that one."

Adverbs can also be used to compare two or more actions. A few of the shorter adverbs can add the ending *-er* to compare two actions, or add *-est* to compare more than two.

> I run *fast,* but Kim runs *faster* than I do. Susan runs the *fastest* of anyone.

On the blank space in each sentence, write the form of the adverb that makes a comparison between two things or among more than two.

1. Evan worked much ____________________ than I did.
   (hard)
2. This elevator moves _____________________ of all the elevators in the building.
   (slow)
3. She ran _________________ than anyone else on the team.
   (fast)

You already saw that many adverbs are formed by adding *-ly* to adjectives: *quick, quickly*. With these adverbs, you do not add endings to make comparisons. Instead, you use the word *more* to compare two actions and *most* to compare more than two. The same thing is done with a number of other adverbs, especially those with more than two syllables.

slowly, more slowly, most slowly
often, more often, most often
skillfully, more skillfully, most skillfully

In each of the following sentences, you see an adverb written under the blank space. In the space, write the form of the adverb that compares two actions or more than two.

4. He learned to speak French __________________ than I did.
   (easily)
5. Ellen plays the game ________________________ of anyone.
   (skillfully)
6. This glider soars _________________ than that one.
   (easily)
7. I usually walk ______________________ than he does.
   (slowly)

WORD STUDY WEEK 14

Irregular Verbs

All the verbs we have talked about so far have followed regular patterns. They added *-s* when the subject was *he, she, it,* or a noun: "She *works* at the flower shop." They added *-ed* to form the past tense: "She *worked* there for several years."

A few verbs do *not* add endings. Instead, they have different spellings to suit each situation. One of the most important of these is the verb *to be.*

Present Tense		**Past Tense**	
Singular	*Plural*	*Singular*	*Plural*
I am	we are	I was	we were
you are	you are	you were	you were
he, she, it is	they are	he, she, it was	they were

Write the correct form of the verb *to be* in each sentence.

1. Yesterday we ______________ lucky to avoid the bad weather.
2. She _____________ out sick last week.
3. We _____________ leaving right away.
4. He __________ working on the project right now.

A number of other important verbs have different spellings in the present and past tense. Here are a few:

see, saw
come, came
make, made

know, knew
do, did
sit, sat

run, ran
hide, hid
sing, sang

Each of the following sentences has the wrong form of the verb. Mark out the incorrect verb and write the correct one at the end of the sentence.

5. They come to see me last week. _________
6. He sing in the choir every Sunday. ________
7. We each make ten dollars last week. _____________
8. He run in the race yesterday. __________
9. She know more about it than I do. ____________________
10. We sit on the hard bench for an hour this morning. ____________

Week 15 Words Often Misspelled

Look at each word as you pronounce it. Notice the sound and the spelling of the vowel in the stressed syllable of each word. Underline any letter or letters that might cause problems.

BASIC

because
answer
banana
field
dessert
usually
enough
succeed
weird
separate
address
receive
ascend
instead
calendar

CHALLENGE

familiar
athletics
medicine
psychology
February

Write the Basic Words and Challenge Words that answer each question.

1. Which words contain doubled consonants? Underline the doubled consonant in each of these words.
2. Which words have the /**e**/ sound of *met* in the stressed syllable? How many different ways is this sound spelled? Underline the short vowel spelling in each word.
3. Which words have the /**ē**/ sound of *meet* in the stressed syllable? How many different ways is this sound spelled? Underline the long vowel spelling in each word.
4. Which words have the /**a**/ sound of *hat* in the stressed syllable?
5. Which word rhymes with *puff?* Underline the vowel spelling in the stressed syllable.
6. Which word has the same vowel sound as *paws?* Underline the vowel spelling.
7. Which words have three syllables? Underline the vowel in the stressed syllable of each of these words.

Sentences

Write the word that fits in each sentence.

1. Do you know their new ________________ and phone number?
2. I was late ________________ the car broke down.
3. Do you want cake or pie for ____________________?
4. Look at the ____________________ to see what day my birthday is on.
5. Be sure to ________________ the dark clothes from the light ones.
6. It is _________________ very hot in July.
7. The doctor gave me some ___________________ that cured my sore throat.
8. Are you __________________ with this part of town?
9. We don't have ________________ room for anyone else in the car.
10. I want a blue sweater ____________________ of the one I have now.

Match the Clues

Write the word that matches each of the following clues.

1. Games, sports: ____________________
2. Strange, mysterious, odd: __________________
3. Open or cleared land: _________________
4. To do well, accomplish a goal: _____________________
5. Reply to a question: __________________

Prepositions

Look at the words in boldface in this sentence.

> He looked **in** the car **for** his gloves, but they were **under** the couch.

The boldfaced words are all **prepositions.** These are words that relate a noun or a pronoun to other words in the sentence.

You already know many prepositions. Here are a few:

in
into
under
for
along
over
to
beside
before
at
near
after
on
by
between

From this list, choose the preposition that fits in each sentence.

1. They should arrive some time ______________ noon and two o'clock.
2. I want to finish this job ______________ the rain starts.
3. Come over and sit down ______________ me.
4. Let's wait and leave ________________ everyone else has gone.
5. Try to hit the ball ______________ the net.

A preposition is always followed by a noun or a pronoun. These words join together to form a *prepositional phrase.*

◆ A **prepositional phrase** begins with a preposition and ends with a noun or pronoun: ***to** the store; **for** me; **at** school; **on** the bus;* and so on.

Draw a line under each prepositional phrase in the following sentences. Draw a second line under each preposition. Some sentences may have more than one phrase.

6. We waited for an hour at the bus stop.
7. The dog is behind the sofa and the cat is under the bed.
8. We left before the game ended and after the storm stopped.
9. They took a short nap before dinner.
10. Look beside the lamp for your glasses.

WORD STUDY WEEK 15

Homographs

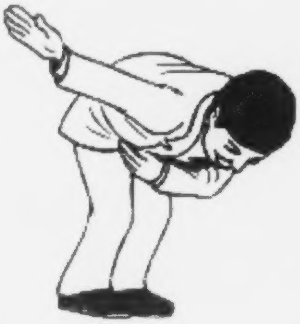
Read these sentences aloud. Notice the boldfaced words.

> A strong **wind** damaged the trees. Two small rivers **wind** through the valley.

In the first sentence, the word *wind* has a short ***i*** sound. In the second sentence, it has a long ***i*** sound (as in *find).* The word *wind* also has a different meaning in each sentence.

The word *wind* is an example of a **homograph.** This is a word that has *two or more different meanings but does not change its spelling.* Sometimes a homograph changes pronunciation of the vowel sound or changes stress from one syllable to another.

Here are some familiar homographs. Whenever the accent shifts, the stressed syllable is printed in boldface.



- bow (verb): to bend forward to show respect
- bow (noun): a weapon for shooting arrows

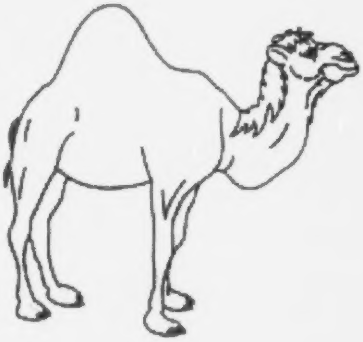
- bark (verb): to make the loud cry of a dog
- bark (noun): the tough covering of tree limbs and trunks

- **des**ert (noun): dry land with much sand and few plants
- des**ert** (verb): to withdraw or leave someone

- **pres**ent (noun): a gift or something else given to someone
- pres**ent** (verb): to make a gift or to hand something over

Only two meanings are given for each word. In your dictionary you will find that many homographs have several other meanings as well.

Use one of the preceding homographs in each blank space.



1. The singer took a ___________ after the concert.
2. Nomads wander the _____________ with their camels.
3. She got a very nice ______________ for her birthday.
4. Did you scrape your arm on the ___________ of that tree?
5. The dog will ______________ when the doorbell rings.
6. The mayor will _________________ the award in a ceremony.
7. It is wrong to _________________ your friend when he needs you.

WEEK 16 The Prefixes *un-, dis-, re-, mis-*

Prefixes are syllables added at the beginning of words. The prefixes *un-* and *dis-* mean "not" or "the opposite of something." The prefix *mis-* means "bad, wrong," and *re-* means "to do something again" or "to go back."

BASIC

- unkind
- displease
- refresh
- mistrust
- unseen
- dishonest
- mislead
- regain
- uneasy
- misplace
- recover
- misfortune
- unusual
- discomfort
- review

CHALLENGE

- misunderstand
- unconscious
- rearrange
- disgraceful
- unbelievable

Prefixes are often added to *base words.* These are complete English words that can stand on their own: *kind, please,* and *fresh,* for example.

Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with the prefix *un-?*

____

____

2. Which words begin with the prefix *dis-?*

____

____

3. Which words begin with the prefix *re-?*

____

____

4. Which words begin with the prefix *mis-?*

____

____

5. Look at the Basic Words that have two syllables. Which of these words have short vowels in the second syllable?

____

____

6. Look at the Basic Words that have two or three syllables. Which of these words have long vowels in the second syllable?

____

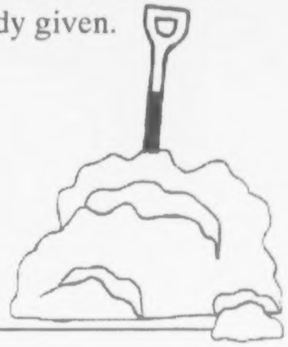
____

Note: Prefixes do not change the *spelling* of the word that follows. However, each prefix does have its own meaning, and this changes the *meaning* of the word that follows: *lock, unlock; like, dislike.*

PRACTICE WEEK 16

Sentences

Each of the following sentence contains several words in *italics.* On the line provided, rewrite the sentence using one Basic Word or one Challenge Word that means the same as the group of words in italics. The first example is already given.



1. You need to *look again more closely at* this lesson.

   You need to **review** this lesson.

2. This movie will probably *fail to please* most people.

   ____

3. It is *not common or ordinary* to have so much snow.

   ____

4. The bad storm made me feel very *worried and restless.*

   ____

5. I hope you didn't *put* your gloves *where you can't find them.*

   ____

6. His behavior was *so bad that it brought shame and dishonor.*

   ____

7. Why do you *have no confidence* in him?

   ____

8. His harsh remark was *not friendly or sympathetic.*

   ____

9. Have you been able to *get your health back* after the flu?

   ____

10. Unfortunately, he is someone who is *not likely to tell the truth.*

    ____

Conjunctions

Conjunctions are words that show a relationship among other words or groups of words. The three conjunctions used most often are *and, but,* and *or.* Each one serves a different purpose.

- If two or more sentences or groups of words talk about the same thing, the conjunction ***and*** can be used to combine them.

  We wanted to travel. We wanted to see lots of things.
  We wanted to travel **and** see lots of things.

- To show that two ideas or sentences are contrasted with each other, use the conjunction ***but***.

  I wanted to stay longer. My sister wanted to leave.
  I wanted to stay longer, **but** my sister wanted to leave.

- To show that a choice must be made between ideas, use the conjunction ***or***.

  You can ride with us **or** you can wait for the bus.
  You can have ice cream **or** cake **or** spinach for dessert.

Write the conjunction that fits in each sentence.

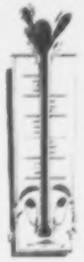
1. We left early, ________ we still got caught in traffic.
2. They like to swim, _______ they also run for exercise.
3. Do you want the purple one ______ the green one?
4. He swung hard ________ knocked the ball over the fence.
5. You can try it, ___________ don't be surprised if it doesn't work.
6. We looked everywhere ______ finally found the missing keys.
7. I don't know who they are _______ where they came from.
8. The weather was OK, _______ the trip still wasn't much fun.
9. Let's go to the pond ________ look for frogs.
10. He either left too late ______ got lost on the way.

WORD STUDY WEEK 16

Synonyms

Synonyms are groups of words that mean the same or almost the same thing. The synonyms *small, little,* or *tiny* can describe a mouse or a hummingbird. On the other hand, synonyms such as *big, large,* or *huge* can describe a horse or an elephant.

Here are some other familiar synonyms:



- hot, fiery, baking, scorching, sizzling
- cool, chilly, cold, frigid, freezing
- fast, swift, quick, brisk, lively
- slow, plodding, dragging, crawling

All of these synonyms happen to be adjectives. You can also find several verbs that are synonyms: *walk, plod, stroll, trudge, ramble,* for example. Synonyms for *run* could include *dash, rush, scurry, hurry, hustle,* or *scamper.*

As you see, the words in each group of synonyms have slightly different meanings. This is helpful because it allows you to choose exactly the right word to fit each situation.

We like to *walk* for exercise.
They wanted to *stroll* through the park after dinner.
The tired hikers had to *trudge* up the steep hill.

Look at each sentence and at the synonyms listed after each sentence. Write in the word that fits exactly in each example.

1. The _______________ breeze was refreshing after the rain.
(chilly, cool, freezing)

2. The ________________ sun made everyone miserable.
(hot, fiery, warm)

3. The hikers began at a ____________ pace, but they soon got tired.
(fast, swift, brisk)

4. I like to watch the chipmunks _______________ across the yard.
(run, rush, scamper)

5. We watched the turtles ______________________ slowly along.
(walk, stroll, plod)

6. The Lincoln Memorial is an ____________________ monument.
(large, impressive, big)

7. Did the audience _______________ at many of his jokes?
(giggle, smile, laugh)

Week 17 — The Prefixes *pre-, pro-, com-, con-*

The prefix *pre-* means "before, in front." Words beginning with the prefix *pro-* usually suggest the idea of moving forward. The prefixes *com-* and *con-* mean "with" and often come at the beginning of words that mean joining things together or doing something with someone else.

BASIC

preserve
combine
proceed
contain
precede
compress
produce
predict
compete
project
conduct
prehistoric
compound
progress
connect

CHALLENGE

premature
companion
profession
conference
precaution

Make sure you know the meaning of each word on this week's list. Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with the prefix *pre-?*
2. Which words begin with the prefix *pro-?*
3. Which words begin with the prefix *com-?*
4. Which words begin with the prefix *con-?*
5. Which two-syllable words have long vowels in the second syllable?
6. Which two-syllable words have short vowels in the second syllable?

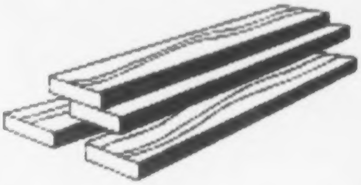
Note: Last week you saw prefixes added to base words. A few of the words in this week's list also have prefixes joined to base words (such as *premature)* but most of the words have prefixes joined to word roots such as *-cede, -dict,* and *-duce*. These roots are not base words, but they do have meanings that originated in earlier languages. The meaning of the root is affected by the meaning of the prefix that is added. Word roots will be discussed more fully later on.

PRACTICE **WEEK 17**

Sentences

Make sure you know the meaning of each Basic Word and Challenge Word. Write the word that fits in each sentence.

1. No one can ______________ what the weather will do.
2. Early American settlers wanted to ________________ their colonies to form the United States.
3. The game will ______________ after the rain stops.
4. Does this box _______________ as much as that one?
5. The teachers will attend a ________________ next Tuesday.
6. This varnish will help to _________________ the wood.
7. The museum displayed fossils of ____________________ animals.
8. Have you made any ___________________ on your assignment?
9. It would be _________________ to buy Christmas presents in June.
10. Be sure to ________________ the cable to the TV set.



Definitions

Write the word that fits each definition.

1. A job that requires special training: ______________________________
2. To squeeze something into a small space: _________________________
3. To come before something else: _______________________________
4. To make or create something: ________________________________
5. To lead or take charge of something: ____________________________

Appositives

What do you notice about the subject part of this sentence?

Mr. Jones, my neighbor, just got a new car.

The name *Mr. Jones* is the subject of the sentence. This is followed by more information: Mr. Jones is *my neighbor.* The phrase *my neighbor* is called an **appositive**. An appositive is a noun or a noun phrase that *comes just after another noun* and gives more information about the first noun. *The words that make up the appositive are set off by commas.*

In each of the following sentences, underline the appositive that tells more about the first noun in the group.

1. Thomas Edison, a famous inventor, made the first light bulb.
2. My best friend, Joan Ryan, lives across the street from me.
3. I went to see my favorite team, the Chicago Cubs.

Appositives are also helpful because they can be used to join two short sentences. This gives you a way to vary sentence structure and to make your writing more interesting. Often you can leave out some of the words of the second sentence.

George Washington *was from Virginia.* He was **our first president.**
George Washington, **our first president,** *was from Virginia.*

Join each of the following pairs of short sentences into a single sentence containing an appositive.

4. Benjamin Franklin was a printer in his early days. He was an important figure in the American Revolution.

5. Hawaii is in the Pacific Ocean. It is one of America's fifty states.

6. Mount Vesuvius is in Italy. It is an active volcano.

7. John Adams was our second president. He was from Massachusetts.

Antonyms

Look at the words in boldface in this sentence.

> Although many dinosaurs were **huge**, some of them were almost **tiny** in comparison.

The words *huge* and *tiny* are **antonyms:** words that mean the opposite of each other. Here are a few familiar antonyms.

fast, slow	big, little	stop, go	in, out
up, down	hot, cold	many, few	noisy, quiet

Remember that you have also seen the prefixes *un-* and *dis-*. These prefixes can be used to create antonyms: *lock, unlock; honest, dishonest.*

Look at the boldfaced word in each sentence below. Then rewrite the sentence with the best antonym given in the group of words in parentheses at the end. The first example is given.

1. New York is a **small** city. (noisy, enormous, big)

   New York is an **enormous** city.

2. He is an **unknown** movie star. (famous, shy, tall)

   He is a ______________ movie star.

3. The flood caused **slight** damage. (some, major, little)

   The flood caused __________________ damage.

4. The race cars **limped** around the track. (ran, traveled, zoomed)

   The race cars __________________ around the track.

5. The heavy **drizzle** soaked the ground. (shower, downpour, mist)

   The heavy ________________ soaked the ground.

6. The jet planes **drifted** across the sky. (flew, zoomed, went)

   The jet planes ________________ across the sky.

7. The last test was not very **easy.** (difficult, good, long)

   The last test was not very ___________________.

WEEK 18 — The Prefixes *in-*, *im-*, *ex-*

In many words, the prefixes *in-* and *im-* mean "going into or toward something." The prefix *ex-* means just the opposite: "going out of or away from something." In some other words, the prefix *in-* is used to mean "not." Look carefully at the words on this list to see when *in-* means "into" and when it means "not."

BASIC

- inquire
- expand
- import
- exclude
- involve
- export
- impress
- incorrect
- immigrate
- expose
- inhabit
- invisible
- extend
- instruct
- incredible

CHALLENGE

- influence
- expedition
- inexpensive
- exaggerate
- impulse

Write the Basic Words and Challenge Words that answer the following questions.

1. Which four words begin with the prefix *in-* meaning "not"?

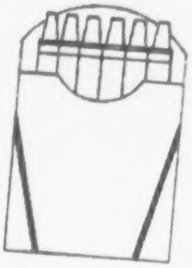
2. Which words begin with the prefix *in-* meaning "in"?

3. Which words begin with the prefix *im-* meaning "in"?

4. Which words begin with the prefix *ex-* meaning "out of" or "away from"?

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. Air will ______________ when it gets hot.
2. Three of these answers are ________________.
3. The explorers set out on a difficult ________________.
4. Many people ________________ from one country to another.
5. How many people ______________ this small city?
6. I hope our friends can ________________ their visit for a few more days.
7. Don't ____________ the crayons to the hot sun.
8. Americans ________________ many things from other countries.
9. The gray cat was almost ________________ in the dark.
10. I wanted to ________________ them with my new clothes.

Definitions

Write the word that matches each definition.

1. To make something seem more important than it is: ________________
2. To teach or show someone how to do something: ________________
3. Impossible to believe: ______________________________
4. To shut out or keep from entering: ______________________________
5. Low in price: ____

Simple and Compound Subjects

Look at the boldfaced words in these sentences.

The **team** did its best. The whole **school** cheered.

Each sentence has a *simple subject.* This is the one word that tells who is doing something or what the sentence is about. The simple subject is usually a noun or pronoun; often the noun will have other words that describe it.

What is different about these sentences?

My **dog** and my **cat** don't like each other.
Her **books,** her **gloves,** and her **hat** all fell in the puddle.

Each of these sentences has a *compound subject.* This means that two or more simple subjects all have the same predicate. The word *and* is often used to join the words in the compound subject.

Underline the subject in each of the following sentences. Underline only the word or words that make up the subject. After each sentence, write the letter **S** if it has a simple subject, or write the letter **C** if it has a compound subject.

1. Many people like to watch sports. ______
2. My Dad and I go to lots of football games. ______
3. I always root for the underdog. ______
4. Friends, neighbors, and relatives came to visit us last week. ______

Correcting Mistakes

Here is a passage from a composition written by a student in the fifth grade. Use the editing symbols from Week 1 to mark errors. Then rewrite the passage on the lines provided.

When they got to the top of the stairs they heard the air raid sieren they ran down the stairs all of a sudden the stiars fell apart and they came tumbeling down and fell out the door

____

____

____

The Parts of Speech

In order to understand sentences, you must know what purpose each word serves. The way a word is used in a sentence is called its *part of speech.* Here are the eight parts of speech.

- **noun**: names a person, place, or thing
- **pronoun**: takes the place of a noun or nouns
- **verb**: tells what action is taken or what the subject is like
- **adjective**: describes a noun or pronoun
- **adverb**: describes the action of a verb or defines an adjective
- **preposition**: relates a noun or pronoun to another word
- **conjunction**: joins words or groups of words
- **interjection**: expresses strong feelings ("Aha! Ouch!")

Some words fit into only one category. For example, the most common conjunctions are *and, but,* and *or.* Words such as *to, for, in, with,* and *by* are prepositions. Adjectives such as *big* and *small* or adverbs such as *quickly* and *slowly* fit only their particular part of speech.

Other words can function as more than one part of speech. In particular, many words can serve as nouns *or* as verbs, depending on how they are used. We can say "We *run* for exercise" or "The play had a long *run.*" In the first sentence, *run* is a verb; in the second, it is a noun.

Read the following sentences. Above each boldfaced word, write its part of speech. Use these abbreviations:

n (noun) **pro** (pronoun) **v** (verb) **adj** (adjective) **adv** (adverb)
prep (preposition) **conj** (conjunction) **int** (interjection)

1. We read a **story** about an **invisible** cat.
2. John **jumped** so high that **he** bumped his head **on** the ceiling.
3. The snow fell **slowly** to the **ground**.
4. The **play** was funny **and** had a **happy** ending.
5. **Many** people showed up **for** the holiday **picnic.**
6. **Ouch**! That bee **sting** really **hurts.**
7. That is a **beautiful** picture of the old **statue.**
8. Come **quickly** so that you can **see** the **little** bear cub!

Week 19 R-Controlled Vowels in *start* and *storm*

The words on this list have a vowel followed by the letter *r*. These are called "r-controlled vowels" because the letter *r* affects the sound of the vowel. For example, the letter *a* has one sound in *cat* but a different sound in *cart*. The **/är/** sound is usually spelled with the letters *ar*. The **/ôr/** sound is usually spelled with the letters *or*, but may also be spelled *oar*.

BASIC

start
storm
article
soar
pardon
normal
arctic
restore
carnival
portrait
harmony
fortunate
marvel
board
barbecue

CHALLENGE

corridor
partial
enforce
cardinal
porpoise

Write the Basic Words and Challenge Words that answer each question.

1. Which one- and two-syllable words have the /är/ sound spelled *ar* in the stressed syllable?

____

____

2. Which three-syllable words have the /är/ sound in the stressed syllable?

____

____

3. Which one- and two-syllable words have the /ôr/ sound in the stressed syllable?

____

____

____

4. Which three-syllable words have the /ôr/ sound in the stressed syllable?

____

____

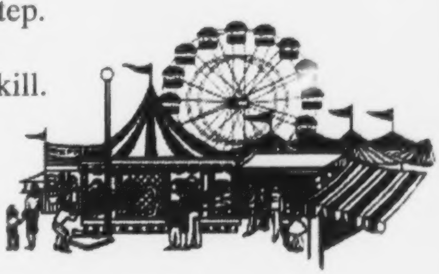
Note: A few words end with with the **/är/** sound *(far, star)*, but many more words have a vowel sound or another syllable after the **/är/** sound *(start, arctic)*.

In words that have the **/ôr/** sound, the letters *or* may appear at the end of a word *(for)* or may be followed by the letter *e (store)*. They can also be followed by a consonant *(storm)*.

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. There were lots of rides and booths at the ________________.
2. Use this ____________________ to fix the missing step.
3. The huge dam is a _______________ of engineering skill.
4. Warm weather is not _______________ for January.
5. The ________________________ is a bright red bird.
6. We were ____________________ to escape the worst of the storm.
7. These gliders can _______________ high into the air.
8. This is only a _________________ list of the team members.
9. It will be difficult to _____________ the cat leash law.
10. I wrote a short _________________ for the student paper.



Find the Correct Spelling

Underline the correctly spelled word in each group. Then use the word in a sentence.

1. artic arctic arctec

____

2. porpose porpiose porpoise

____

3. portrat portrait portriat

____

4. coridor corridore corridor

____

5. restore restor ristore

____

81

Simple and Compound Predicates

Look at the boldfaced words in these sentences.

Our team **lost.** The bus **arrived** late. I **scraped** my knee.

Each sentence has a *simple predicate.* This is the one word or small group of words in the predicate part of the sentence that tells what the subject did. The most important word in the predicate of any sentence is the *verb.*

What is different about these sentences?

They **studied** the map and **found** the place they wanted.
He **jumped** up, **ran** to the door, and **raced** to the car.

There is only one subject in each sentence, but each subject does more than one thing. Because there is more than one verb, each sentence has a *compound predicate.*

Underline the verb or verbs in each of the following sentences. If there is only one verb, write the letter **S** at the end to mark a simple predicate. If there are two or more verbs, write the letter **C** to mark a compound predicate.

1. My friends traveled for two days and nights. ___
2. We will go to the movie first and eat dinner later. ___
3. Some trees live for hundreds of years. ___
4. Salmon swim upstream and jump over waterfalls. ___
5. I liked the movie, but hated the lead actor. ___

Correcting Mistakes

Mark the errors in the following composition by a fifth-grade student. Then rewrite the passage on the lines provided.

> Hi! I'm a sneaker my name is Waldo. today i am piled up with alot of other sneakers. I don't feel to good. I am lieing on my side. A can't see much from hear. All I can see is the floor I wish I was still back in my nice warm box.

____

____

____

WORD STUDY WEEK 19

The Importance of Word Structure

If you understand how words are put together, you will have a reliable way to analyze them and learn how to spell them. We'll review the simplest elements of word structure before we go on to more complex words in later weeks.

Base words have the simplest structure of all. They are complete in themselves and do not have any other word parts added. Many base words are short *(dog, run, big),* but others have two or more syllables *(rattle, tomato, alligator, hippopotamus).*

Spelling patterns are also important parts of word structure.

> The **CVC** pattern (**Consonant-Vowel-Consonant**) is found in words or syllables that have the short vowel. Usually the short vowel is spelled with the corresponding letter of the alphabet: *cat, red, big, hop, rug.*
>
> The **VCe** pattern (**Vowel-Consonant-final e**) is often found in words or syllables with long vowels: ***tape, fine, rope, cube***. The final *e* makes the difference between a short vowel *(tap)* and a long one *(tape).*

Add a final *e* to change each CVC short-vowel word to a VCe long-vowel word.

tap ______________ pin ______________ hop ______________

plan ______________ not ______________ us ______________

Inflections

Pay close attention to the spelling patterns we just reviewed. They can help you decide how to add inflections to verbs.

> If a verb ends with a short-vowel **CVC** pattern, double the final consonant when you add ***-ed*** or ***-ing*:** plan, pla**nn*ed***, pla**nn*ing***.
>
> If a verb ends with a long-vowel **VCe** pattern, drop the final *e* when you add ***-ed*** or ***-ing***: wave, wav***ed***, wav***ing***.

Add *-ed* and *-ing* to each of the following verbs.

1. pin ____________ ______________ 2. hope ______________ ______________
3. chat ____________ ______________ 4. tame______________ ______________
5. use ____________ ______________ 6. ram ______________ ______________
7. dine ____________ ______________ 8. pet ______________ ______________

Week 20 Words Used in Mathematics

Here are some words you find when you study mathematics. Make sure you know the meaning of each word. Also pronounce each word carefully and notice the sound of the vowel in the stressed syllable.

BASIC

- addition
- multiply
- square
- arithmetic
- circular
- divide
- triangle
- subtract
- diameter
- fraction
- measure
- estimate
- centimeter
- mathematics
- formula

CHALLENGE

- rectangle
- division
- vertical
- radius
- digital

Write the Basic Words and Challenge Words that answer each question.

1. Which words have a short vowel in the stressed syllable? (Remember: This won't always be the *first* syllable.)

____

____

____

____

2. Which words have a long vowel in the stressed syllable?

____

____

3. Which words have three syllables? Underline the stressed syllable in each word.

____

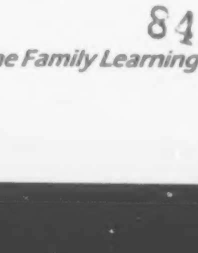
____

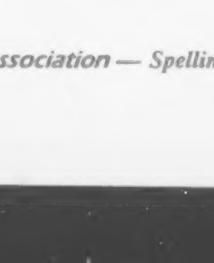
____

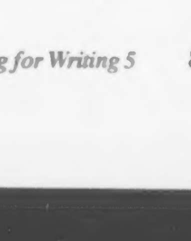
4. Which words have four syllables? Underline the stressed syllable in each word.

____

____







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PRACTICE WEEK 20

Sentences

Write the word that fits in each sentence.

1. A flagpole stands in a ______________ position.
2. The ______________ of a circle is a line passing through the center.
3. Can you ______________ the sum of 900 times 5.5?
4. ______________ is a branch of mathematics that often deals with non-negative real numbers.

5. This piece of pie is cut in the shape of a ______________ .
6. The race cars drive around a ______________ track.
7. An ounce is only a small ______________ of a quart.
8. Many tables are in the shape of a ______________ .

Definitions

Write the word that fits each of the following definitions.

1. A figure with four equal sides and angles: ______________________
2. To find out the size or weight of something: ______________________
3. One hundredth of a meter: ______________________
4. To show how many times one number is contained in another number: ______________________
5. A rule expressed in numbers: ______________________
6. To take one number away from another: ______________________

Declarative and Interrogative Sentences

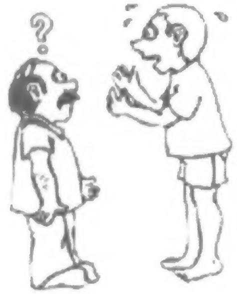
A **declarative sentence** makes a *statement.* It tells what someone *does* or what something *is.* A declarative sentence begins with a capital letter and ends with a period.

The cow jumped over the moon. The moon is very far away.

An **interrogative sentence** asks a *question.* It begins with a capital letter and ends with a question mark.

Have you seen my other glove? What color is it?

After each of the following sentences, write **D** if it is declarative or **I** if it is interrogative.



1. The weather is terrible today. ______
2. Can it get any hotter? ______
3. I don't know where he is. ______
4. Has anybody seen him lately? ________

When you use the verb *to be,* it is easy to turn a statement into a question by reversing the order of the subject and verb.

He *is* the best pitcher on the team. *Is* **he** the best pitcher on the team?

After each of the following sentences, write **D** if it is declarative or **I** if it is interrogative. Then rewrite each sentence to change it from its original form to the opposite.

1. He is sure they will get here on time. ______

____

2. Are these the boots you wanted? ______

____

3. This is the best pizza we ever had. __________

____

4. Does he know the answer? ______________

____

5. You are the next one in line. ______________

____

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WORD STUDY WEEK 20

Word Structure in Two-Syllable Words

Last week we talked about the importance of spelling patterns in one-syllable words. This week we will look at words of more than one syllable.

Syllable structure refers to the way in which words of two or more syllables are put together. One syllable is always *stressed.* Slanted lines can be used to show the syllable structure of words: ***ham**/mer, **trum**/pet, re/**sult**.*

Spelling patterns are just as important in two-syllable words as they were in one-syllable words. You will often find a familiar spelling pattern in the *stressed* syllable of longer words.

> If the first syllable is stressed and has a short vowel, it often fits the **CVC** pattern: ***rab**/bit, **let**/ter, **mid**/dle.* In these words, the consonant letter in the middle is usually doubled. Other words have a short vowel in the first syllable and two different consonants between the syllables: ***num**/ber, **cap**/tain.*

Put a slanted line between the two syllables in each of the following words. Also underline the stressed syllable. The first example is given.

1. spat/ter
2. subject
3. bandit
4. manner
5. compass
6. blizzard

> The **CVC** pattern is also found in the final syllable of many words. This is a very important pattern to keep in mind when you add inflections because you should double the final consonant before adding *-ed* or *-ing.*

Put a slanted line between the two syllables in each word. Also underline the stressed syllable. Then write the word with the inflections *-ed* and *-ing* added. The first example is given.

7. ad/mit, admitted, admitting

8. regret, ____________________ ____________________

9. omit, ____________________ ____________________

Week 21 The R-Controlled Vowels in *first* and *steer*

The /**ûr**/ sound can be spelled in several ways. It may be spelled *-ur* as in *burn*, *-ir* as in *stir*, or *-er* as in *stern*. It can also be spelled *-or* in words such as *world* and *worry* that begin with *w*.

The /**îr**/ sound may be spelled *-eer* as in *cheer* or *-ear* as in *dear*.

BASIC

circuit
sheer
burst
tear
worthless
career
mermaid
smear
burrow
fearsome
worst
peer
observe
dreary
first

CHALLENGE

confirm
clearance
thermos
pioneer
burlap

Write the Basic Words and Challenge Words that answer each question.

1. Which words have the /îr/ sound spelled *-eer* in the stressed syllable?

2. Which words have the /îr/ sound spelled *-ear* in the stressed syllable?

3. Which words have the /ûr/ sound spelled *-ir* in the stressed syllable?

4. Which words have the /ûr/ sound spelled *-er* in the stressed syllable?

5. Which words have the /ûr/ sound spelled *-ur* in the stressed syllable?

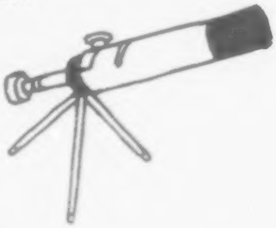
6. Which words have the /ûr/ sound spelled *-or* in the stressed syllable?

PRACTICE WEEK 21

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Yuck! That is the ____________ thing I ever tasted!
2. Try not to ____________ paint on your clothes.
3. The balloon was so full of air that it finally ____________.
4. This ____________ will keep the drinks cold.
5. I've never seen such a gray, ____________ day.
6. The rabbits scampered into their ____________.
7. Why is he always the ____________ in line?
8. Electricity moves in a ____________ through switches and outlets.
9. The store is having a ____________ sale next week.
10. We looked through the telescope to ____________ the stars.



Definitions

Write the word that fits each definition.

1. A rough fabric used to make bags: ____________
2. An imaginary sea creature with a woman's body and a fish's tail: ____________
3. Useless, without value: ____________
4. To look at something closely and curiously: ____________
5. To make sure that something is true: ____________

One Word, Two Meanings

One word on this list is a *homograph* that can rhyme with *dear* or with *dare* even though its spelling does not change. Each pronunciation has its own part of speech and meaning. Write the word and its meaning as a noun; then write its meaning as a verb.

Noun ____________ meaning ____________________________

Verb ____________ meaning ____________________________

Exclamatory and Imperative Sentences

Last week you saw how declarative and interrogative sentences are constructed. This week you will see two other kinds of sentence structure.

Exclamatory Sentences

Exclamatory sentences do just what you would expect: They *exclaim!* They express surprise or strong feelings, and they end with an exclamation mark (!).

That was the most amazing thing I ever saw! Nobody can run *that* fast!

Exclamatory sentences sometimes begin with *interjections,* which were included among the Parts of Speech in Week 18. An interjection is a word or small group of words that often stand alone and express a strong feeling.

OUCH! That bee sting really hurt!
HOORAY! I finally found Waldo!

Imperative Sentences

Imperative sentences tell someone to *do something.* The word *imperative* means "expressing a command, request, or strong encouragement." Polite imperative sentences begin with "Please." Each imperative sentence ends with a period. What else do you notice about the following imperative sentences?

Please lock the door when you leave.
Tell me everything that happened.

What is the subject of each sentence? There is no subject given directly. Instead, each sentence begins with a verb: *lock* or *tell.* The subject of an imperative sentence is *understood* because you are speaking to someone who is right in front of you. You don't need to say "Joan, please lock the door" or "You tell me everything that happened."

Look at each of the following sentences. After each one, write **Excl** if it is an exclamatory sentence or **Imp** if it is an imperative sentence.

1. Oh no! I just broke my unbreakable watch! _____
2. Tell us about the book you just read. ______
3. What an incredible day this has been! ______
4. Please pass the ketchup. ______
5. Thank goodness! I'm glad that's over! ________

More about Word Structure

Last week you saw how short-vowel patterns were used in words of two syllables. This week we will look at long-vowel patterns.

> The **VCe** long-vowel pattern can often be found in the stressed final syllable of longer words: ***replace, advise***, etc. Drop the final *e* when you add inflections: ***advised, advising***.

Draw a slanted line between the syllables in each of the following two-syllable words. Underline the stressed syllable that has the **VCe** pattern. Write the inflected form of each verb on the lines provided. The first example is given.

1. re / fuse, refused, refusing
2. compose, ____________________ , ____________________
3. define, ____________________ , ____________________
4. inflate, ____________________ , ____________________

> One other long-vowel spelling is also used very often. This is the **CVVC** pattern: a consonant followed by two vowel letters and another consonant. Sometimes the vowel letter is doubled ***(meet)***, but often two different vowel letters are combined ***(rain, steam, road)***. The same pattern is found in the stressed syllable of longer words ***(contain, conceal)***. Add inflections without making any change in the original word ***(contained, containing)***.

Draw a slanted line between the syllables in each of the following two-syllable words. Underline the stressed syllable with the **CVVC** pattern. Write the inflected form of each verb on the lines provided.

5. remain, ____________________ , ____________________
6. appeal, ____________________ , ____________________
7. maintain, ____________________ , ____________________
8. reveal, ____________________ , ____________________

Week 22 The Final Syllable in *captain, notice, damage, palace*

All the words in this week's list end with unstressed final syllables. Pay close attention to the spelling and sound of each final syllable.

Some words end with the /**is**/ sound spelled *-ice (notice),* while other words end with the same sound spelled *-ace (palace).* The final /**ij**/ sound is spelled *-age* in words such as *damage,* while the final /**in**/ sound is spelled *-ain* in words such as *captain.*

BASIC

palace
notice
voyage
captain
furnace
bargain
manage
practice
surface
salvage
curtain
service
message
justice
certain

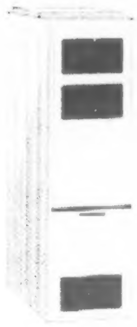
CHALLENGE

villain
preface
heritage
apprentice
porcelain

1. Which Basic Words and Challenge Words end with the /is/ sound spelled *-ace?*
2. Which words end with the /is/ sound spelled *-ice?*
3. Which words end with the /ij/ sound spelled *-age?*
4. Which words end with the /in/ sound spelled *-ain?*
5. Which words begin with a short vowel in the first syllable?
6. Which words begin with the /**ûr**/ or /**ôr**/ sound in the first syllable?

PRACTICE WEEK 22

Sentences



Write the Basic Word or Challenge Word that fits in each sentence.

1. How did he ______________ to win so many games?
2. The ______________ ran all the time during the cold weather.
3. I left a ______________ on your answering machine.
4. The ______________ learned his trade from a skilled worker.
5. Early settlers took a long sea ___________ to reach America.
6. The ____________ of this table is hard and smooth.
7. Did you ________________ how many flowers have bloomed?
8. The evil _______________ robbed people of their savings.
9. The _________________ at this restaurant is terrible!
10. The ship's ______________ managed to guide the vessel through the storm.

Writing Your Own Sentences

Use each of these words in a sentence:

bargain salvage certain palace

____

____

____

____

____

Varying Sentence Types

You have already seen ways to combine information into different types of sentences. Let's review them and try them out in a paragraph.

◆ If two short sentences say that two subjects did the same thing, join them with the word *and* to form a **compound subject.**

I like pizza. John likes pizza. John *and* I like pizza.

◆ If two short sentences say that one subject did two things, join the verbs with the word *and* to form a **compound predicate.** You don't need to repeat the subject.

We watched a movie. Then we went shopping. We watched a movie *and* then went shopping

◆ If two sentences give different bits of information about the same subject, join them by using an **appositive.**

George Washington was from Virginia. He was the first president.
George Washington, **the first president,** was from Virginia.

◆ If two sentences give information about one subject, you can sometimes turn the second sentence into a prepositional phrase.

My cat is black. He has white feet. My cat is black *with* white feet.

Here is a paragraph written by a fifth-grade student. It contains many short sentences. Rewrite the paragraph and vary the kinds of sentences you use. Make any other corrections that may be needed in spelling and punctuation.

I have a horse. Her name is Suzy. She is black. She has a brown main and black tail. She runs like the wind. She is very playful. She likes to chase dogs. She eats carots and oats. She lives on my uncles farm. I don't get to see her very often.

Word Building

Word building means just what it sounds like. You begin with a single word and create new, related words by adding prefixes at the beginning or inflections and suffixes at the end. We will begin by looking at prefixes and inflections. Here are some of the things to keep in mind when you build words.

- When you add **prefixes**, do not make any change in the spelling of the word that follows.

  unlock **dis**like **re**play **pre**view **in**correct

- When a prefix ends with a consonant and the following word also begins with a consonant, both consonants should be included. This will mean doubled consonants in some words.

  misspell **dis**solve **im**mature **con**nect **com**mit

- When you add **inflections,** you sometimes change the spelling at the end of the original word.
- If the word ends with a short vowel spelled with one vowel letter and one consonant, double the final consonant when adding inflections: *plan*, *plan**ned***, *plan**ning***.
- If the word ends with a silent *e* in the VCe long-vowel pattern, drop the *e* before adding inflections: *hope*, *hop**ed***, *hop**ing***.

Look at the words in italics in the following sentences. Use the prefixes and inflections given above to write the word that fits in each example.

1. Don't *lock* the door. I don't have a key to ______________ it.
2. You might *spell* every word on a test and still ______________ some words in your own writing.
3. We like to *wade* in the stream. We went ___________ yesterday.
4. Most of your answers are *correct,* but three of them are ______________.

Look at the following words and figure out what is wrong with each one. Use the editing symbols to show where a letter should be added or taken out. Then write the correct spelling.

5. disolve ________________ 6. writeing __________________
7. spining ________________ 8. conect __________________
9. comit ________________ 10. waiteing __________________

Week 23 **The Noun Suffix *-ion.***

The suffix *-ion* can be added to many verbs to change them to nouns. For example, if you *act* (verb), then you are taking an *action* (noun).

Look carefully at each word on this list. Find the base word (verb) to which the suffix *-ion* is added.

BASIC

- action
- direction
- location
- connection
- objection
- vibration
- instruction
- invention
- relation
- election
- suggestion
- imitation
- protection
- selection
- decoration

CHALLENGE

- attraction
- donation
- infection
- graduation
- reflection

Many of the base words on this list end with the letter *t (act, direct,* and so on). With these words, the suffix *-ion* is added without any change in the spelling of the base word.

A few of the base words end with the syllable *-ate (locate, vibrate).* With these words, the final *e* is dropped before the suffix *-ion* is added *(location).*

1. Which Basic Words or Challenge Words add the suffix *-ion* to base words that end with the letters *ct?*

____

____

____

____

2. Which Basic Words or Challenge Words add the suffix *-ion* to base words that end with *nt* or *st?*

____

3. Which Basic Words or Challenge Words add the suffix *-ion* to base words that originally ended in *-ate?*

____

____

____

Note: If you look at the word *action,* you can clearly see the base *act* and the suffix *-ion.* In the word *location* you see the base *locate* and the suffix *-ion.* As you find each base word, notice how the suffix is added. Is there any change in the spelling of the end of the base word?

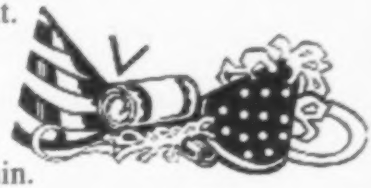
Also notice that the ending *-tion* always has the sound of *shun.*

PRACTICE WEEK 23

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. The passing trucks caused a ________________ in the house.
2. Could you see your ________________ in the water?
3. No one knows the exact ______________ of the buried treasure
4. I got a bad ________________ from that rusty nail.
5. The electric light is an extremely important ______________.
6. He made a good ________________ about repairing the boat.
7. Do you want to use this ________________ for the party?
8. The tiny umbrella gave little ________________ from the rain.
9. We have been going in the wrong ________________ for an hour!
10. I hope we make our ___________________ with the next train.



Definitions

Write the word that matches each definition.

1. The process of voting to choose a candidate: ____________________
2. A reason for opposing something: ____________________________
3. A gift made to charity: ______________________________________
4. A copy of something: ______________________________________
5. The act of choosing among different things: _____________________

Punctuating Conversation

When you are telling a story, you sometimes want to write a conversation between two or more characters. Here are two sentences that are supposed to show that two characters are speaking, but they are not very clear.

Evan said you'll never get that wagon out of the mud.
We can if we all work together replied Wilma.

Here are the same sentences with the proper punctuation. What has been added?

Evan said**, "Y**ou'll never get that wagon out of the mud.**"**
"We can if we all work together**,"** replied Wilma.

1. Use **quotation marks (" ")** before and after the exact words that the speaker says.
2. If you begin by telling who said something, use a **comma (,)** after the word *said,* just before the *first* quotation mark. If you end the sentence by telling who said something, then use a comma before the *last* quotation mark.
3. Begin the spoken section with a capital letter, even if it is not at the beginning of the sentence.
4. If the spoken section comes at the end of the sentence, put the last quotation mark *after* the final punctuation of the sentence.

Here is another sentence in which someone speaks. It has something different from the examples given earlier. What is new?

"Do you know where to find them**?"** he asked.

5. Since the speaker asks a question, a question mark is put *before* the last quotation mark. The words *he asked* go at the end of the sentence, followed by a period.

Here is a conversation between two people. Notice that a new paragraph is used when each new speaker says something. Add quotation marks and other punctuation needed to make this clear.

Where are you going asked the fox.

None of your business said Little Red Riding Hood.

The fox was surprised. I just wondered which way I should go to get to Cleveland he said.

Little Red Riding Hood said I don't know. Maybe my grandma can tell you. I'm going to see her now.

The fox thought about it for a while. Then he said no, I don't think so. I'll just ask those hunters over there.

More about Word Building

Now that we have the noun suffix *-ion,* we can begin to build even more groups of words. Remember that you have already seen the prefixes *un-, dis-, re-, mis-, re-, pro-, com-, con-, in-, im-,* and *ex-*. Look back at Weeks 16-18 if you need to review these prefixes.

What do you notice about this group of words?

acts acted acting action react reaction

They are all built on the base *act.* The words *acts, acted,* and *acting* add inflections to show how the verb can be used in different ways in various sentences. Write the form of the verb *act* that fits in each of the following examples.

1. He ____________ like he owns the world.
2. They ____________ bravely during the storm last week.
3. We will ______________ when the time is right.
4. Who is __________________ in the play tonight?

The other three words add suffixes and prefixes: ***action, react, reaction.*** You can see that the verb *act* is the base for each one. Write the word that fits in each sentence.

5. We should take ______________ to avoid the problem.
6. How did they ______________ when you told them?
7. I had a bad ______________ to the poison ivy.

Here are some more words that can provide the base for related words using inflections and prefixes. The suffix *-ion* also fits in some cases. Write three related forms of each base word. The first example is given.

8. locate: relocate located location
9. correct: ______________ ______________ ______________
10. fold: ______________ ______________ ______________
11. connect: ______________ ______________ ______________
12. like: ______________ ______________ ______________

Week 24 — The Noun Suffixes *-er, -or, -ist, -ment*

The suffixes *-er* and *-or* can be added to verbs to change them to nouns. Each noun names the person or thing that does something. For example, someone who sings is a *singer* and something that reflects is a *reflector.*

The suffix *-ist* also indicates someone who does something. Notice how the end of some base words changes when this suffix is added: *piano, pianist,* for example.

The suffix *-ment* identifies a result or an action. If you *enjoy* something, you receive *enjoyment.*

BASIC

payment
traveler
pianist
tailor
enjoyment
colonist
banker
scientist
sculptor
improvement
prisoner
conductor
violinist
government
lawyer

CHALLENGE

specialist
environment
surveyor
laborer
novelist

As you say the words on this list, notice how the suffix is added to the base in each case. Sometimes the spelling of the base word is altered to accept the suffix *-ist.*

Write the Basic Words and Challenge Words that answer each question.

1. Which words end with the suffix *-er?*
2. Which words end with the suffix *-or?*
3. Which words end with the suffix *-ist?*
4. Which words end with the suffix *-ment?*
5. Which words begin with a short vowel in the first, stressed syllable?

PRACTICE WEEK 24

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. There has been a lot of ____________________ in his pitching.
2. Captain John Smith was an early ________________ in Virginia.
3. Have you received ___________________ for the books you sold?
4. Charles Dickens was a famous _____________________.
5. We got a lot of ____________________ from our vacation.
6. The federal __________________ is in Washington, D.C.
7. I hope the ________________ can fix the tear in this coat.
8. A famous __________________ created this marble statue.
9. Clean air and water are important to the ___________________.
10. Mr. Jones is ___________________ of the band and chorus.

Connecting Base Words with Suffixes

Look at the base word in italics in each sentence below. In the blank space, write the spelling word that names someone who does the thing indicated by the base word. The first example is given.

1. A person who plays the *violin* is a **violinist**.
2. A ____________________ is someone who has studied *science.*
3. Someone who practices *law* is a __________________.
4. Someone who *surveys* the land is a ___________________.
5. Someone who plays the *piano* is a ________________.

Consistent Verb Tenses

What is wrong with this paragraph?

> Last week my brother and I went to visit a farm. First we will watch some ducks swimming in the pond. Next we see a horse running across the field. Then a big storm came up and we will run into the house.

The paragraph starts by telling about something that happened last week. It says that someone *went* to visit a farm. The verb *went* is in the past tense, as it should be. Then the second sentence says, "We *will watch* some ducks." This switches the verb to the future tense. The next sentence comes back to the present tense with the verb *see.* The last sentence uses the verb *came,* which is correct, but then it shifts to the future again at the end with "We *will run* into the house."

This whole paragraph tells about something that happened in the past (last week), so all the verbs should be in the past tense. Add the correct verbs in the blank spaces.

> Last week my brother and I went to visit a farm. First we _______________ some ducks swimming in the pond. Next we ______ a horse running across the field. Then a big storm came up and we _______________ into the house.

Write Your Own Paragraph

Now make up a paragraph telling about something that *will happen* in the future (or that you would like to happen). You might tell about a trip you hope to take, or you might describe how people may travel in space in the future. Make sure that all the verbs are in the *future tense.*

____

____

____

____

____

Word Families

As you have seen, you can sometimes add suffixes without changing the original word, but in other cases a change in spelling is required.

◆ If a suffix begins with a *consonant,* add it to the original word without any changes.

govern**ment** enjoy**ment** equip**ment** pay**ment** ship**ment**

In each of the following sentences, change the verb to a noun by adding the suffix *-ment.*

1. If you *enjoy* something, you receive ______________.
2. If you *equip* yourself to do something, you get the necessary ______________.
3. In order to *govern* people, it is necessary to form a _________________.
4. When you *pay* for something, you make a _________________.

◆ Some changes may be needed when adding suffixes that begin with a vowel.

- Drop the final *e* in the base word when you add *-er* or *-or:* *give, giver; juggle, juggler, survive, survivor.*
- Double the final consonant in short-vowel CVC words: *drug, druggist; run, runner; shop, shopper.*

These examples show how groups of related words can be built by using suffixes. In Week 23 you saw a group of words built on the base *act: action, react, reaction,* and so on. You also built several words on bases such as *locate* and *correct* by using prefixes and inflections as well as suffixes.

Each of these groups of words forms a **word family**. All words in each family are built on the same base. You can see the meaning of the base word in each of the related words.

Here are some word families. On the line at the end of each family, write the *base word* on which the family is built.

1. payed, payment, repay: ____
2. governor, government, governing: ________________________________
3. player, replay, playing: ____
4. connection, disconnect, connected: _______________________________
5. inventor, reinvent, invention: ___________________________________

WEEK 25 Words Used in Language Study

This week we will look at some words that you use when you study the English language. If you are not sure of the meaning of some of these words, look them up as you go along.

BASIC

noun
pronoun
misspell
alphabet
capital
period
adjective
homophone
comma
adverb
colon
topic
library
dictionary
paragraph

CHALLENGE

preposition
conjunction
possessive
punctuation
literature

Write the Basic Words and Challenge Words that answer each question.

1. Which word have only one syllable?

____

2. Which words have two syllables?

____

____

3. Which words have the /**a**/ sound in the stressed syllable?

____

____

4. Which words contain three syllables?

____

____

5. Which words contain doubled consonants?

____

6. Which words contain more than three syllables?

____

____

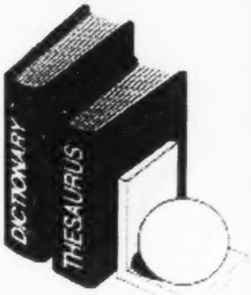
abcdefghijklm

nopqrstuvwxyz

PRACTICE WEEK 25

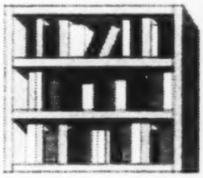
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. Be sure to use a ________________ at the end of a statement.
2. An _____________ tells more about a verb or an adjective.
3. A ___________ sounds like another word but has a different spelling.
4. Use a ____________________ to check the spelling and meaning of difficult words.
5. The word *and* is a _____________________ that joins two other words or groups of words.
6. Did you choose an interesting __________________ for your paper?
7. Proofread your work to make sure you don't ________________ any words.
8. A ______________________ contains several sentences on a single topic.
9. A ______________________ letter begins every sentence.
10. You can get information from books in your school _________________.

Definitions



Write the word that matches each definition.

1. A word that names a person, place, or thing: _____________________
2. A word such as *of* or *to* that relates a noun or pronoun to other words: ____
3. The symbol (,) that separates words in a series: ____________________
4. All the letters used in a language: ________________________________
5. The marks used to separate parts of sentences and to make meaning clear: ____

Clear Pronoun References

What is confusing about these two sentences?

> The fans cheered the runners on. They waved as they ran past.

The first sentence says that the *fans* cheered the *runners.* The second sentence says that "*They* waved as *they* ran past." Does the pronoun *they* refer to the fans or to the runners? Who waved? Obviously, you can't tell. The antecedent of the pronoun *they* is not clear. How would you rewrite this sentence?

Here are two ways to let the reader know who waved. Did you choose one of these?

> The fans cheered the runners on. They waved as the *runners* ran past the stands.
>
> The fans cheered the runners on *and* waved as they ran past the stands.

The first version repeats the word *runners.* The second version has a compound predicate showing that the fans did two things: *cheered* and *waved.* Now it is clear that the pronoun *they* refers only to the runners, since they are the ones who ran past.

In the following sentences, the pronoun in the second sentence of each pair could refer to more than one noun in the first sentence. Rewrite each example so that the pronoun reference is clear. Pick one noun in the first sentence, and make sure the second sentence shows the relationship that you want.

1. Ed was practicing with his coach. He wore a blue uniform.

2. The car scraped against the truck. It wasn't damaged very much.

3. Susan talked with her friend. She asked her for advice.

Note: Whenever a pronoun can refer to more than one noun, you must take care to make your sentences clear. Often you can do this by repeating one of the nouns in the second sentence. You can also use a compound predicate to show that the subject of the first sentence does two things.

More about Word Families

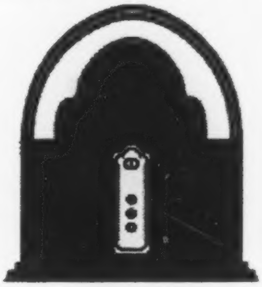
Here are some of the inflections, prefixes, and suffixes that have already been introduced:

Inflections: *-s, -es, -ed, -ing*
Prefixes: *un-, dis-, re-, mis-, pre-, in-*
Suffixes: *-ion, -ment, -er, -or, -ist*

Now look at the base words listed below. Form word families using the inflections, prefixes, and suffixes given above. Pick those that apply to each base word and write at least three more related words. The first example is given.

1. ship: shipment, shipped, shipping
2. sail: ________ ________ ________
3. cover: ________ ________ ________
4. agree: ________ ________ ________
5. digest: ________ ________ ________
6. run: ________ ________ ________

Now look at the sentences given below. Each group of three sentences is built around words in the same family. The base word is given at the beginning of each group of sentences. Write the related word that fits in each blank space.



1. **invent**
   - Marconi was the ________ of the radio.
   - Anyone who ________ things has to be smart.
   - Do you know who ________ the paper clip?
2. **call**
   - I can't ________ the name of that song.
   - How many times have you ________ them?
   - He always ________ his pet snake "Bubba."
3. **correct**
   - I goofed! One of my answers was ________.
   - Be sure to make the ________ on your paper.
   - Has the teacher ________ all the papers?

Week 26 Contractions

Contractions are shortened words made up of two separate words joined together. Part of the second word is left out and replaced by an *apostrophe* ('). Some of these contractions begin with pronouns followed by the verb *to be: I am* becomes *I'm; you are* becomes *you're;* and so on. Other contractions begin with a verb followed by a shortened form of the word *not: is not* becomes *isn't; do not* becomes *don't;* and so on.

BASIC

I'm
don't
you're
hasn't
he's
can't
she's
isn't
it's
aren't
we're
wasn't
they're
doesn't
weren't

CHALLENGE

wouldn't
mustn't
shouldn't
won't
couldn't

Write the contraction that answers each question.

1. Which Basic Words begin with a pronoun followed by a contraction of the verb *to be?*

____

____

____

2. Which Basic Words begin with a verb followed by a contraction of the word *not?*

____

____

____

3. How is the contraction formed for all of the Challenge Words?

____

Write the Challenge Words in alphabetical order.

____

____

____

Note: When contractions begin with pronouns followed by the forms of the verb *to be,* the beginning of the verb is omitted and replaced by an apostrophe. For the other words on this list, an apostrophe is always used to replace the second letter in the word *not.* All the Challenge Words have a verb followed by the contraction *n't.*

Also notice that the words *will not* change the vowel sound to form the contraction *won't.*

PRACTICE WEEK 26

Sentences

Write the contraction that is formed from the words given under each sentence.

1. He ______________ very good at math.
(is not)

2. I hope ______________ going with us to the movie.
(you are)

3. She ____________________ at home when I called.
(was not)

4. They say ___________________ going on vacation.
(they are)

5. She ____________________ seem to know where he is.
(does not)

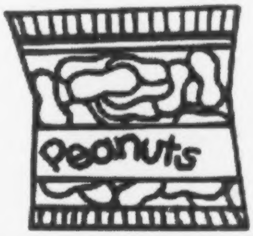
6. I think ___________________ out of town.
(he is)

7. I hope you __________________ getting sick.
(are not)

8. The bus ___________________ wait any longer for us.
(will not)

9. I think _________________ going to have another hot dog.
(I am)

10. You ____________________ eat too many more peanuts.
(must not)



Correcting Misspellings

The contractions given below have mistakes. Rewrite each one in its correct form.

1. would'nt ____________________
2. were ______________________
3. ca'nt ______________________
4. its ________________________
5. dos'nt _____________________
6. wont _______________________

Compound Sentences

A **compound sentence** contains two simple sentences joined by the word *and, but,* or *or.* Each part of the compound sentence has its own subject and predicate.

Sometimes, two simple sentences give related information or tell that one thing happened as a result of something else. These can be joined by *and* to form a compound sentence. A comma is often used before the word *and.*

The singer sang his latest hit. The crowd loved it.
The *singer* **sang** his latest hit, ***and*** the *crowd* **loved** it.

The simple sentences tell what the singer did and how the crowd responded. The compound sentence shows how these two ideas are related.

◆ Use *and* to connect the following pairs of simple sentences to form a compound sentence.

1. My friend entered the contest. He won first prize.

____

2. Our neighbors went to Disney World. They enjoyed it a lot.

____

◆ If two simple sentences give contrasting information, use *but* to show the relationship.

Rewrite each of the following pairs of simple sentences as compound sentences connected by the word *but.*

3. I looked all over the house. I couldn't find my homework.

____

4. My dog chased the car for two blocks. He didn't catch it.

____

◆ Use the word *or* to write a compound sentence that offers two choices or contrasting ideas.

5. We must leave right away. We will get caught in traffic.

____

6. The rain must come soon. Farmers will lose their crops.

____

WORD STUDY WEEK 26

Old English Words

Have you ever wondered why English has so many words with odd spellings and silent letters? Why do we have *gh* in *night* and *w* in *sword?* Why does the spelling change between singular and plural nouns such as *man* and *men* or *mouse* and *mice?*

For the answers to these questions, we have to look back 1500 years to the earliest stages of English. The language began when people from northern Germany migrated to England and settled there. This early Germanic form of the language has come to be called *Old English.* In Old English, all letters were pronounced. Some of these letters are still found in today's spelling even though pronunciations have changed.

Here are some Old English words in their original spellings. Can you imagine what each word means? Write the modern English spelling in the blank space if you can figure it out.

1. cild ______________ 2. mann ______________ 3. hus ______________

4. feld ______________ 5. scip ______________ 6. fisc ______________

Most Old English words were short—only one or two syllables. To form longer words, Old English also used a word-building technique that we still use today: joining two short words to form a *compound word.* First, look at these individual Old English words followed by their modern spellings.

ren (rain) **sunna** (sun) **heafod** (head)
scima (light) **ece** (ache) **boga** (bow) **daeg** (day)

Now look at the following Old English compound words made up of the individual words you just saw. Write the modern spelling after each Old English compound word.

7. **renboga** ______________________________

8. **sunnanscima** ______________________________

9. **heafodece** ______________________________

10. **Sunnandaeg** ______________________________

Note: The individual Old English words are now spelled *1. child; 2. man; 3. house; 4. field; 5. ship; 6. fish.* The compound words are *7. rainbow; 8. sunshine; 9. headache; 10. Sunday.*

Week 27 Adjective Suffixes *-ous, -ic, -ish, -ful, -less*

Each of the suffixes in this lesson is used to create adjectives that tell more about nouns. As you look at each word, make sure you see the base to which each suffix is added. For example, the base of the adjective *basic* is the noun *base.*

BASIC

heroic
famous
selfish
restless
shameful
metallic
humorous
ticklish
weightless
faithful
gigantic
hazardous
snobbish
thoughtless
wonderful

CHALLENGE

strategic
powerless
mischievous
sorrowful
outlandish

Most suffixes can be added without any change in the base word. Be on the lookout for those few base words that *do* change when the suffix is added.

1. Which Basic Words and Challenge Words end with the suffix *-ous?*

____

____

2. Which words end with the suffix *-ic?*

____

____

3. Which words end with the suffix *-ish?*

____

____

4. Which words end with the suffix *-ful?*

____

____

5. Which words end with the suffix *-less?*

____

____

Note: Be careful with the word *metallic,* which doubles the final consonant in *metal* when the suffix is added. The base word *giant* adds the letter *g* when the adjective *gigantic* is formed. Notice that the word *mischief* changes the final letter to *v* when the suffix is added. Also, the adjective is the three-syllable word *mischievous,* not the four-syllable word *mischievious.* The stress remains on the first syllable in both *mischief* and *mischievous.*

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. The narrow, winding road was very ________________.
2. The fireman's ________________ actions saved two people from the burning building.
3. The astronauts were ______________________ when they left earth's gravity during their flight to the moon.
4. We had a ______________________ time at the circus.
5. That is the most ________________ costume I've ever seen!
6. He told a ___________________ story at the beginning of his speech.
7. He is so ___________________ that he won't even lend me a nickel!
8. I was ___________________ after staying in the house all day.
9. He was a ________________ friend through all their problems.
10. She is so __________________ that she won't even speak to us.

Adding Suffixes to Base Words

Look at each base word in italics and then add the adjective that fits in each sentence.

1. Someone who acts without *thought* is ___________________________.
2. Something made of *metal* is ___________________________________.
3. Something the size of a *giant* is _______________________________.
4. Someone who behaves with *mischief* is __________________________.
5. Something that relates to *strategy* is ____________________________.
6. Someone who is a *snob* is _______________________________________.
7. A story that has *humor* is ______________________________________.

Clear Subjects

What is unclear about these sentences?

> Babe Ruth hit hundreds of home runs. They say he was one of the greatest hitters in baseball.

Who are *They* in the second sentence? Who says that Ruth was one of the greatest hitters? Vague subjects like this one weaken your writing because they do not specify who says or does something. How could you improve the second sentence by making the subject more specific?

Here is one way to improve the original example. We have supplied some specific words that tell exactly who says that Babe Ruth was a great hitter.

> Babe Ruth hit hundreds of home runs. **Sports writers and fans** *agree* that he was one of the greatest hitters in baseball.

Look at each of the following pairs of sentences. In the second sentence of each pair, you will find a vague subject such as *they, this,* or *it.* On the blank line, rewrite the second sentence so that the subject refers to something specific in the first sentence.

1. The actor won an important award. **It** was a great honor for him.
2. Benedict Arnold was an American general before he went over to the British side during the revolution. **This** has caused his name to be associated with treason ever since.
3. George Washington was a surveyor in his early days. **This** caused him to travel into much of the unexplored wilderness.
4. The team won most of its games and played in the finals. **It** was the cause for much rejoicing among fans.

WORD STUDY **WEEK 27**

Latin Words

Earlier you saw that the German language provided the basis for Old English. Did you know that you also use many Latin words every day? Latin was the language spoken more than 2000 years ago by the people of the Roman Empire. At that time, Roman armies occupied much of Europe, including England.

Thousands of Latin words have been added to the English language over the centuries. In particular, words were borrowed from Latin as knowledge of science increased during the period called the Renaissance about 500 years ago.

Here are a few Latin words and their English meanings. After each Latin word you will see some related words based on the Latin *root.* A root is the part of a foreign word that has been taken into English and has contributed its meaning to other words.

aqua: (water): aquatic, aquarium, aqueduct
mare: (sea): marine, maritime, submarine
gravis: (heavy, serious): grave, gravity
terra: (earth): terrace, terrarium

Look at the following Latin words and their English meanings. After each one, write a word that is built on the Latin root. The first example is given.

sol (sun): solar

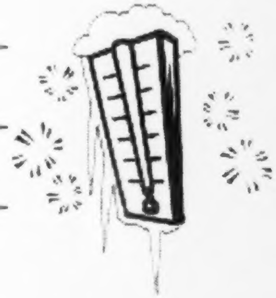
computare (to count): ____________________

fabula (story): ____________________

canis (dog): ____________________

felis (cat): ____________________

unus (one): ____________________



flamma (fire): ____________________

frigidus (cold): ____________________

Note: You can probably see that these Latin words provide the roots for the following modern words: *computer, fable, canine, feline, unit, flame,* and *frigid.*

Week 28 Three-Syllable Words

Notice the sound of the *stressed* syllable as you pronounce each of the three-syllable words on this list. You will often find familiar spelling patterns in these stressed syllables.

Also notice that a few words have two different vowel sounds in syllables that come right next to each other *(sta/di/um)*.

BASIC

monument
regular
permanent
teakettle
hesitate
indicate
industry
popular
consistent
imitate
positive
hurricane
marketplace
stadium
ornament

CHALLENGE

concentrate
genuine
compensate
reluctant
comprehend

Write the Basic Words and Challenge Words that answer each question.

1. Which words have a short vowel in the stressed syllable?

2. Which words have a long vowel in the stressed syllable?

3. Which words have an r-controlled vowel in the stressed syllable?

4. Which words have two different vowel sounds in syllables that come one after the other?

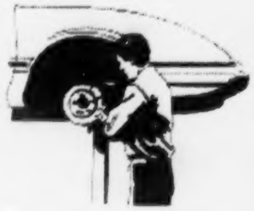
5. Which are compound words?

Note: You know that each syllable has its own vowel sound. Sometimes a syllable contains *only* a vowel sound and nothing else. You see this in several of the words on this list. It may help to practice writing these words with syllables separated by slanted lines: *mon/u/ment, reg/u/lar, hes/i/tate, pop/u/lar,* and so on. This shows that some syllables contain only a vowel letter. If you're not sure how the syllables are divided in some words, look them up in a dictionary.

PRACTICE WEEK 28

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. The football game will be played in the new ________________.
2. The automobile ______________ employs thousands of people.
3. He wore thick glasses to ______________ for being nearsighted.
4. She is a ___________________ customer at this store.
5. I can't _____________________ on my work with all this noise!
6. The wind and water of the _______________ caused much damage.
7. He did not _________________ what you said.
8. Must you always __________________ everything I do?
9. The huge ____________________ was carved from stone.
10. Use this _____________________ to decorate the tree.
11. The new museum will provide a __________________ home for the dinosaur bones.
12. I am _____________________ to lend them any more money.

Syllable Division

Put a slanted line between each syllable in these words. Try them first and then check the dictionary to see if you are right. The first example is already given.

1. hes/i/tate
2. genuine
3. popular
4. permanent
5. comprehend
6. creation
7. industry
8. monument
9. regular
10. concentrate

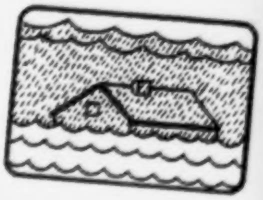
Varying Word Order

What do you notice about this short paragraph?

> We all wanted to go see the movie. We heard that it was great. We couldn't wait to see it.

Every sentence begins the same way. In fact, every sentence begins with the subject. How can you avoid this problem and get more variety in your sentences?

1. Begin with an adverb that tells *when, how,* or *where* something happened.



> The flood waters rose around the base of the house.
> **Suddenly** the flood waters rose around the base of the house.

Rewrite the following sentence by beginning with an adverb.

> I like to watch baseball on television.

2. Move the end of the sentence to the beginning. This lets you bring important information to the reader's attention right away.

> We hurried to the car because the rain was starting.
> **Because the rain was starting**, we hurried to the car.

Rewrite this sentence by moving the information from the end to the beginning.

> Thomas Jefferson became president in 1801.

3. You can combine short sentences to form longer ones.

> Mark Twain wrote *Life on the Mississippi.* It tells about people in towns along the river.
> **In *Life on the Mississippi,*** Mark Twain tells about people in towns along the river.

Rearrange word order in each of the following examples.

> James Madison was secretary of state in the Jefferson administration. Madison became president in 1809.

> My family moved to Illinois. I was 12 years old.

WORD STUDY WEEK 28

Latin Prefixes and Roots

Last week you saw some individual Latin words that provide the roots for English words. In English, there are even more words made up of Latin prefixes combined with roots.

Here are five Latin prefixes followed by four roots used in English words.

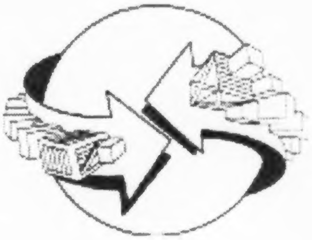
com-, con- (with) *ex-* (out of) *im-, in-* (in)
ad- (to, toward) *pro-* (forward)

port (portare: to carry) *duct (ducere:* to lead)
mit (mittere: to send) *ject (jeter:* to throw)

Now look at the words given below. Write the Latin prefix and the Latin word that provides the root used to build each word. Also write the definition of each English word. Use a dictionary if you need help. The first example is given.

1. *export:* prefix *ex-* + Latin root *portare.*

Definition: to send goods to be sold in other countries



2. *conduct:* prefix __________ + Latin root __________________

Definition: ____

3. *project:* prefix __________ + Latin root __________________

Definition: ____

4. *admit:* prefix _____________ + Latin root _______________________

Definition: ____

5. *import:* prefix ___________ + Latin root ______________________

Definition: ____

Write sentences using three of the words listed above.

____

____

____

Week 29 — Verb Suffixes *-ize, -ify, -ate*

The suffixes *-ize* and *-ify* can be added to nouns or adjectives to change them to verbs. Many verbs that end with the suffix *-ate* originated in Latin words.

BASIC

criticize
notify
dedicate
itemize
horrify
locate
civilize
purify
dictate
modernize
beautify
inflate
authorize
classify
illustrate

CHALLENGE

narrate
terrorize
mystify
demonstrate
specialize

Write the Basic Words and Challenge Words that answer each question.

1. Which verbs end with the suffix *-ize?*

____

____

2. Which verbs end with the suffix *-ify?*

____

____

3. Which verbs end with the suffix *-ate?*

____

____

4. Which verb is related to the noun *mystery?*

____

5. Which verb is related to the noun *beauty?*

____

6. Which verb is related to the noun *horror?*

____

7. Which verb is related to the adjective *pure?*

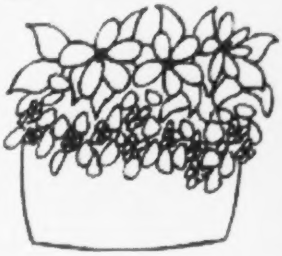
____

Note: Look for the base word in those verbs that end with *-ize* and *-ify*. Notice especially when the end of the base word changes to accept the suffix: *pure - purify* and *horror - horrify*, for example.

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Did you ____________________ everyone of the change in time?
2. The city is going to ____________________ the old theater.
3. Filters can be used to __________________ the muddy water.
4. She can ________________________ some free time to the animal shelter.
5. Which artist will __________________________ the new book?
6. The flowers and plants will _____________________ the town square.



7. I can't ________________________ that town on the map.
8. She will _________________________ in history in college.
9. We can ______________________ these rocks according to size.
10. The source of the strange noise continued to ___________________ everyone.

Definitions

Write the word that fits each definition.

1. To say what is good or bad about something: ______________________
2. To give official permission: ________________________________
3. To fill someone with great fear: _______________________________
4. To fill something with air or gas: ______________________________
5. To explain or show how something is done: _______________________

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Parallel Sentence Structure

What do you notice about the following sentence?

> Last Saturday Evan mowed the lawn, washed the car, and then he had to clean out the garage.

The sentence begins by telling about two things Evan did: He *mowed the lawn* and *washed the car.* These two parts of the sentence are in **parallel structure** because they are expressed in the same way and are organized according to the same pattern. When the end of the sentence says that "he had to clean out the garage," the parallel structure is broken.

Rewrite the sentence so that the three parts after the word *Evan* are all in parallel structure.

In order to make the parallel structure consistent, the last part needs to have a verb in the past tense followed by an object; "cleaned out the garage."

Rewrite each of the following sentences so that it has parallel structure.

1. The new car is comfortable, efficient, and it isn't very expensive either.

2. The storm blew down trees, knocked over buildings, and it caused damage to power lines, too.

3. Early pioneers had to have hope, courage, and they had to be patient as well.

4. The movie was funny, interesting, and it had lots of excitement.

Greek Words

When you say *telephone* and *microscope* and *helicopter,* you are naming modern inventions using words that originated in an ancient language. That ancient language is Greek, spoken more than 2000 years ago, even before the Romans began to conquer much of the world. In fact, the Greek language influenced Latin to a great extent. English has borrowed words from the Greek language because Greek words have very clear meanings and refer to things that have become important in modern science and medicine in particular.

Here are some Greek words that have been adapted to the English language. Write the modern English spelling for each word. The English spelling is often shorter than the original Greek, and the *k* in Greek often changes to *c* in English. The first example is given.

1. mousike ____**music**____
2. choros ________________
3. magikos ________________
4. kritikos ________________
5. systema ________________
6. papyros ________________
7. epidemia ________________
8. skeletos ________________

Here are some more Greek words followed by their English meanings. Write a modern English word built on the Greek root. Most words combine two Greek roots.

9. therme (heat) + metron (measure)____thermometer____
10. mikros (small) + skopos (look at): ________________
11. auto (self) + graphein (to write): ________________
12. bios (life) + graphein (to write): ________________
13. pneumon (lung): ________________
14. heliko (spiral) + pteron (wing): ________________
15. demos (people) + kratia (rule): ________________

Note: The words are *1. music; 2. chorus; 3. magic; 4. critic; 5. system; 6. paper; 7. epidemic; 8. skeleton; 9. thermometer; 10. microscope; 11. autograph; 12. biography; 13. pneumonia; 14. helicopter; 15. democracy.*

Week 30 — Memory Words

The words on this list have unusual features that may make them difficult. Sometimes the difficult spot involves a doubled consonant letter; other times it may be a vowel letter. Underline the part of each word that you must watch for.

BASIC

column
embarrass
suggest
medicine
official
cemetery
surprise
occasion
marriage
parallel
occupy
spaghetti
excellent
campaign
committee

CHALLENGE

achievement
acquaint
lieutenant
recommend
pneumonia

Write the Basic Words and Challenge Words that answer each question.

1. Which words have short *e* in the stressed syllables?

____

____

____

2. Which words have other short vowels in the stressed syllables?

____

____

3. Which words have long vowels in the stressed syllables?

____

____

4. Which words contain doubled consonants?

____

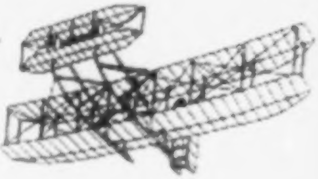
____

____

PRACTICE WEEK 30

Sentences

Write the Basic Word or Challenge Word that fits in each sentence.



1. ______________ lines are always the same distance apart.
2. A ________________ will meet to decide what to do.
3. Arrange all these numbers in a single ________________.
4. Can you ____________ a good book on dinosaurs?
5. The first airplane flight was an amazing ________________.
6. The party was supposed to be a ____________, but it wasn't.
7. I'd like a big plate of ________________ for dinner.
8. Can someone ________________ a name for our new puppy?
9. The government issued an ____________ report on the accident.
10. I hope your mistake didn't ________________ you too much.

Correcting Misspellings

Each of the following words is misspelled. Without looking back at the list, write the correct spelling. Check your work at the end.

1. spagetti ______________
2. suprise ________________
3. medecine ______________
4. occassion ______________
5. mariage ______________
6. acheivement ____________
7. paralel ______________
8. leutenant ______________
9. embarass ______________
10. aquaint ________________

Avoiding Unnecessary Words

What would you think if you got a note like this one?

> Don't forget to be sure to check all the windows and doors before you leave and make sure they are all closed in case it rains or the weather is bad.

This note uses far too many words to convey a simple message: "Be sure to close all the windows and doors when you leave." All the other words are unnecessary and just get in the way.

When you write, try not to use more words than you need. One of the reasons for editing your work is to make sure that unnecessary words are removed. In particular, don't use several words with similar meanings if one word will do.

Each of the following sentences has too many words. Rewrite each sentence to make it as brief and clear as possible. Also proofread your revised sentences carefully; there may be misspellings in the original sentences.

1. I was really scarred and frightened and didnt like it much.

   ____

2. That great big huge bear was mean and ferocous.

   ____

3. The brave, bold astranauts couragously flew into the farthest reaches of outer space many miles from earth.

   ____

   ____

4. My teacher taught and explaind how to solve the difficult problem that gave us alot of difficulty.

   ____

   ____

5. There is no doubt that Abraham Lincoln was certanly one of the greatest presidents that the United States has ever had at any time in the past during its history.

   ____

   ____

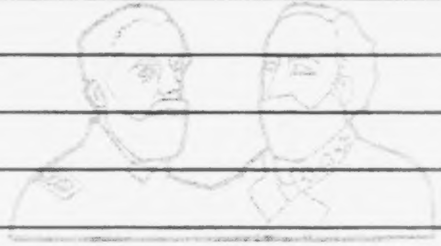
French Words

In addition to the languages already discussed, French has also contributed many words to English. Although French words entered English over many centuries, the greatest influence came after King William I of France conquered England in 1066. Some French words are spelled the same in both languages, although pronunciation is different. Other French words have changed spelling when they were adapted to English.

Here are some words that are used in English without any change in spelling. Did you know that all of these words are actually French? Look up any words you don't know.

action avenue boulevard certain chandelier
cruel final force general noble

Write three sentences using at least three of the preceding words.



____

____

____

____

____

Here are some French words that have changed slightly. Write the English spelling for each word.

1. actif ____________________
2. bouton ____________________
3. nombre ____________________
4. soudain ____________________
5. gentil ____________________
6. difficile ____________________
7. ordinaire ____________________
8. musique ____________________

Note: Did you see that these words are *active, button, number, sudden, gentle, difficult, ordinary,* and *music?*

Spelling for Writing

In just a few minutes a week, your child will:

- Learn to identify common, logical spelling patterns,
- Graduate quickly to more complex words,
- Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- Accurate spelling contributes to the clarity of written messages.
- Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories help them see the value of learning to spell!

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